DOCUMENT RESUME

ED 139 266 FL 008 570

AUTHOR Ewanyshyn, E.
TITLE Evaluation, Ukrainian-English Bilingual for the Edmonton Catholic School System, 1975-76.
INSTITUTION Edmonton Catholic Schools (Alberta).
PUB DATE [76]
NOTE 189p.; Some parts may be marginally legible due to print quality of original

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS Achievement Tests; *Bilingual Education; Bilingual Students; *Catholic Elementary Schools; Cultural Education; English; Language Instruction; Language Programs; Language Skills; Mathematics; Parent Attitudes; *Primary Education; *Program Evaluation; Reading Skills; Religious Education; Teacher Attitudes; *Ukrainian
IDENTIFIERS *Alberta (Edmonton); Canada

ABSTRACT

The Ukrainian Bilingual Program, a three-year pilot project coordinated by Alberta Education, was implemented by the Edmonton Catholic School System in the Fall of 1974. The current evaluation is the second phase of a three-year study and concerns the 1975-76 academic year. Forty-eight first graders in the bilingual program were matched with a control group on the variables of grade level, sex, age, PMA scores, and socioeconomic status. Fifty-one second graders were matched with a control group according to the same variables. Achievement instruments to evaluate academic progress in reading, math, and language skills were administered. Parent, teachers, and principal attitudes were sampled. Results show that: (1) students in the bilingual program achieved as well in English language arts and in mathematics as students not in the program at both the grade one and two levels; (2) students were making significant progress in learning the Ukrainian language at both the grade one and two levels; (3) attitudes of the parents, students, teachers and principals were very positive toward the program; (4) according to the perceptions of both parents and teachers, students acquired an appreciation of the Ukrainian culture and an understanding of the Ukrainian Catholic Rite. (Author/CLK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED139266

FL

EVALUATION

UKRAINIAN - ENGLISH BILINGUAL

for the

EDMONTON CATHOLIC SCHOOL SYSTEM

1975 - 1976

BEST COPY AVAILABLE

Prepared by
E. Ewanyshyn

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Edmonton Separate School Board
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

FL008700

ABSTRACT

The Ukrainian Bilingual Program, a three year pilot project coordinated by Alberta Education, was implemented by the Edmonton Catholic School System in the fall of 1974.

A comprehensive evaluation was considered to be a highly significant component of the pilot project. The current evaluation is the second phase of a three year study and concerns grade one and two pupils who attended bilingual classes in the 1975-76 school term. Phase three of the study will involve students enrolled in grades one through three in the 1976-77 school year.

Purpose of the Evaluation

More specifically, the evaluation was designed to answer four basic questions.

1. *How does the performance of the Ukrainian Bilingual students in the English Language Arts and in Mathematics compare with other students in the Edmonton Catholic Schools?*
2. *How effective is the program in teaching the students Ukrainian?*
3. *What are the attitudes of the parents, students, teachers and principals toward the program?*
4. *Does the program affect the students' appreciation of the Ukrainian culture, including their understanding of the Ukrainian Catholic Rite?*

Forty-eight students in the grade one bilingual program were matched with a control group on the following variables: *a) grade level, b) sex, c) age, d) PMA scores, e) socio-economic status.* Fifty-one Grade two students were also matched with a control group according to the above criteria.

In order to evaluate academic progress, achievement instruments (individually-administered and group tests) were administered to all students.

1. *Gates MacGinitie Reading Survey*
2. *Science Research Associates (SRA) Arithmetic*
3. *Ukrainian Language Skills Test*

In addition, the "conservation" and "embedded figures" tests were administered to a sample of the grade one students to obtain information about the students' level of logical cognition and type of cognitive style.

Questionnaires were administered to measure the reaction of various significant groups to the program:

1. *Parent questionnaire (mail-out form)*
2. *Teacher questionnaire*
3. *Principal questionnaire*

Major Findings

1. The students in the Ukrainian Bilingual Program, according to test score results, achieved as well in the English Language Arts and in Mathematics as students not in the program at both the grade one and two levels.
2. The Ukrainian Language Skills test results showed that students were making significant progress in learning the Ukrainian language at both the grade one and two levels.
3. The attitudes of the parents, students, teachers and principals were very positive toward the program.
4. According to the perceptions of both parents and teachers, students acquired an appreciation of the Ukrainian culture and an understanding of the Ukrainian Catholic Rite.

Significant Observations

1. The religious component of the program was rated very highly by the parents.
2. Teachers expressed a need for further inservice training.
3. Program objectives, for the most part, were perceived to be appropriate by parents, teachers and principals.
4. No clear consensus was evident on the part of teachers or principals on the extent to which admission requirements should play a role in the selection of students for the program.
5. Parents generally rejected the idea of consolidating Bilingual classes into one or two schools in the system designated as Ukrainian-English Bilingual School(s); instead, parents preferred that Bilingual classes should "continue to be given in several schools in the system (as it is now)."

ACKNOWLEDGEMENTS

Special thanks are extended to E. Ewanyshyn, Ukrainian Program Consultant, for writing and editing this report and to the other members of the Ukrainian Bilingual Evaluation Committee - Dr. Wm. Bober, Dr. M. Grant, D. Lamont and A. Tomko - who directed the evaluation study and examined several revisions of the report.

Dr. B. Bain of the University of Alberta provided the committee with valuable suggestions for developing the study and also designed and directed the cognitive testing phase of the evaluation project with the assistance of G. Nakamura, A. Yu, N. Rushdy and P. Simms.

Thanks must also be extended to D. Hyrak for gathering and compiling data, to J. Hensman for key punching, and especially to A. Yackulic and A. Tomko for the processing of data and the interpretation of the results.

Credit for the overall responsibility for the school testing program belongs to the principals of the schools - J. Urlacher, R. Messier and D. Weber. Without a doubt, the entire project would not have been possible without the dedication and complete cooperation of the teachers in the program - M. Hontaryk, L. Huk, N. Koshure, R. Linkiewich, K. Sosnowski and T. Werbitsky.

Lastly, Mrs. R. Kruk and Mrs. P. McCaffrey deserve a great deal of credit for typing and retyping copies of the report.

F. P. O'Hara, Chairman
Ukrainian Bilingual Program Evaluation
Committee

TABLE OF CONTENTS

PART I	BACKGROUND INFORMATION	1
	Program Description	1
	Curriculum Development	2
	Inservice Program	3
	Parent Advisory Committee	3
	Evaluation Report	4
	Description of Subjects	5
PART II	PROCEDURE	8
	Purpose	8
	Matching Procedures	8
	Statistical Procedures	9
	Achievement Tests	9
	Gates MacGinitie Reading Primary A,B, Forms 1,2 (Vocabulary and Comprehension	10
	S.R.A. Arithmetic Test	10
	Ukrainian Language Skills Tests	10
	Questionnaires	11
	Cognitive Testing Project	13
PART III	RESULTS OF THE STUDY	14
	A Brief Review of the Literature	14
	Achievement Test Findings	15
	Questionnaire Findings	21
	Summary of the Cognitive Testing Results	28
PART IV	PROGRAM OPERATION	29
	Summary: Parental Perceptions and Attitudes	29
	Summary: Teacher and Principal Perceptions and Attitudes	32
	CONCLUSIONS	33

PART I BACKGROUND INFORMATION

Program Description

Introduction

The Ukrainian-English Bilingual Program, implemented in the fall of 1974 as a three year pilot project, is designed to provide students with the opportunity to learn the Ukrainian language as a "language of instruction", along with acquiring English language communication skills. During the time period covered by this report, the program was being offered to Early Childhood, grade one and grade two students. (Of interest the program was extended to grade three in the fall of 1976.)

Long Range Objectives

In addition to the objectives expected of students in all Alberta Schools, the objectives of the bilingual Ukrainian-English program are to help students acquire proficiency in the Ukrainian language and develop an appreciation of the Ukrainian culture. More specifically, they include:

1. To develop a functional use of the Ukrainian language. Students should be able to understand Ukrainian when it is spoken, participate easily in conversation as well as read and write in Ukrainian, within the limits of their experience in the Ukrainian language.
2. To develop an understanding and appreciation of the attitudes, cultural values, customs and traditions of the people of Ukrainian origin and foster a security in one's identity.
3. To facilitate the development of positive attitudes towards the learning of other languages and understanding of other cultures.

For the child of Ukrainian origin, the bilingual Ukrainian-English experience will provide opportunity for personal identification with the Ukrainian language and culture in the Canadian and International context. (Taken from the Draft copy of the "Program of Studies" dated Oct. 7, 1976).

Early Childhood Education (Kindergarten)

The Early Childhood Program consists of developmental activities in social, emotional, physical, spiritual and intellectual aspects. In the Early Childhood Ukrainian-English Bilingual Program children are introduced to the Ukrainian language and culture.

The Grade One and Two Program

In the grade one Program the children take regular English instruction in Arithmetic, Reading, Language Arts and Science using the prescribed texts. Oral Ukrainian is used in Social Studies, Language Arts, Physical Education, Art, Music and Health. The grade one religion text, "Come to the Father" provides for many activities in the Ukrainian Catholic Rite.

In grade two, in addition to the use of English and Ukrainian in the subject areas outlined in grade one, a developmental Reading program is introduced in the Ukrainian language, along with instruction in the writing skills. Moreover, the grade two religion text, "Celebrate God's Mighty Deeds" is used with provision for instruction in the Ukrainian Catholic Rite.

CURRICULUM DEVELOPMENT

A Ukrainian Ad Hoc Curriculum Committee was established in the fall of 1975 by the Department of Education to develop criteria and an outline of procedures for the selection and preparation of curricular and instructional materials.

The Ad Hoc Committee, consisting of teachers and consultants from the Catholic and Public School System, Department of Education personnel and a representative from the University met on four occasions during the school term. At the full-day curriculum meetings, recommendations were made for obtaining additional curricular and instructional materials.

A Program of Studies was completed, consisting of the following:

A. Concepts related to the totality of bilingual education, including a definition.

    1. Goals of basic education
    2. Rationale - philosophy
       - definition of "Culture"
    3. Long Range Goals
    4. Guidelines for attaining the Objectives

B. Subject area concerns, including suggested content/scope and sequence.
  1. Objectives
  2. Outcomes
  3. Instructional materials

At the time of the writing of this report, the work of the Ad Hoc Committee had already commenced to complete a Curriculum Guide in Ukrainian, "an extended program of studies" containing more details such as vocabulary lists, grammatical structures, integrated program guidelines, suggested teaching strategies, suggestions for evaluation and sample lesson plans. In addition, plans are underway to prepare Handbooks for Language Arts and Social Studies.

Of particular importance, the development and piloting of an effective reading program has been accorded high priority. The titles included in the Language Development Series published by Alberta Education are listed as follows:

1. Tut i Tam (here and there)
2. Druzi (friends)
3. Shkola (school)
4. Pryhody (adventures)
5. Kazky (stories)
6. Khodit zi Mnoyu (come with me)
7. Nashi Skarby (our treasures)

To this date, the first three readers along with accompanying workbooks and flashcards have become available. In addition, teacher guidebooks are under preparation.

Inservice Program

As noted in the first year's evaluation report, teachers requested that inservices be scheduled at regular intervals. In this regard, two inservices were held in the past year on the introduction of the pilot Reading Program. Various teaching strategies for using both the readers and the workbooks were closely examined at the inservices involving teachers from both the Edmonton Public and Catholic Schools, as well as Alberta Education personnel.

PARENT ADVISORY COMMITTEE

The Parent Advisory Committee, consisting of parents from each of the schools, (St. Matthew, St. Martin and St. Bernadette) and one representative from each of the eight Ukrainian Catholic parishes, met regularly on a monthly basis to deal with a wide variety of issues. In addition, frequent executive meetings and sub-committee meetings were held to carry out specific tasks.

Objectives:

Briefly, the Parent Advisory Committee was established in June of 1975 to meet the following objectives:

1. to become familiar with the Ukrainian-English Bilingual Program.
2. to assist in communicating the content and intent of the program to other parents.
3. to provide recommendations to Curriculum Committees regarding revisions of the existing program.
4. to provide advice regarding the resource materials that are necessary for an effective program.
5. to make certain that one or more Ukrainian organizations assumes the responsibility of raising funds in excess of government grants required to transport children attending Ukrainian Bilingual classes in the Edmonton Catholic Schools.

In addition to maintaining liaison with the community (schools, parishes, Ukrainian Bilingual Association) and advising on transportation policies and fund-raising, the Parent Advisory Committee played a role in making recommendations regarding the further development of the curriculum and assisted in the preparation of resource materials. Numerous parent volunteers worked with teachers in the classroom, on field trip studies and in organizing school activities (concerts, celebrations, picnics).

Evaluation Report

As in the first year of the pilot project, the Edmonton Catholic School System and the Edmonton Public School System have worked together on the evaluation. Numerous meetings and projects, particularly in the development of the Ukrainian language skills tests, have been held to share information and ideas. The Report that follows complies with an agreement and accordingly will be presented to Alberta Education.

The current evaluation as outlined in this paper is the second phase of a three year study. The evaluation concerns Grade one and two pupils who attended bilingual classes in the 1975-76 school term. Phase three of the study will involve students enrolled in grades one through three in the 1976-77 school year.

DESCRIPTION OF SUBJECTS

FAMILY BACKGROUND

TABLE I

Ethnic Origin (Stream 1 Grade Two Experimental Group)

	Number	Percentage
Both parents of Ukrainian origin	25	71.4
Mother is of Ukrainian origin and father is of partial Ukrainian origin or of no Ukrainian background	1	2.8
Father is of Ukrainian origin and mother is of partial Ukrainian origin or of no Ukrainian background	6	17.1
Both parents are of partial Ukrainian origin or one is of partial Ukrainian origin and the other is of no Ukrainian background	2	5.7
No response	1	2.8

TABLE II

Ethnic Origin (Stream 2 Grade One Experimental Group)

	Number	Percentage
Both parents of Ukrainian origin	16	45.7
Mother is of Ukrainian origin and father is of partial Ukrainian origin or of no Ukrainian background	6	17.1
Father is of Ukrainian origin and mother is of partial Ukrainian origin or of no Ukrainian background	11	31.4
Both parents are of partial Ukrainian origin or one is of partial Ukrainian origin and the other is of no Ukrainian background	1	2.8
No response	1	2.8

TABLE III

Religious Affiliation (Stream 1 Grade Two Experimental Group)

	Protestant	Roman Catholic	Ukrainian Catholic	Ukrainian Orthodox	Other	TN
Father's Religion	3.0%	6.0%	81.8%	6.0%	3.0%	33
Mother's Religion	6.0%	12.1%	75.7%	6.0%	-	33

TABLE IV

Religious Affiliation (Stream 2 Grade One Experimental Group)

	Protestant	Roman Catholic	Ukrainian Catholic	Ukrainian Orthodox	Other	TN
Father's Religion	2.9%	20.5%	70.5%	5.8%	-	34
Mother's Religion	8.8%	29.4%	55.8%	5.8%	-	34

PMA Scores

TABLE V

PMA Scores (Stream 1 Grade Two)

Group	No. of Schools	N	Average
Experimental	2	* 43	115.6
Control	2	51	112.8

TABLE VI

PMA Scores (Stream 2 Grade One)

Group	No. of Schools	N	Average
Experimental	3	48	114.1
Control	3	48	113.4

* Scores unavailable for students who entered the program in mid year

SES Rating
(Occupational Prestige
in Canada, 1967).

TABLE VII

SES Rating (Stream 1 Grade Two)

Group	No. of Schools	N	Average
Experimental	2	* 39	49.5
Control	2	* 28	46.9

TABLE VIII

SES Rating (Stream 2 Grade One)

Group	No. of Schools	N	Average
Experimental	3	* 24	48.0
Control	3	* 33	49.0

* Some scores were unavailable or incomplete.

PART II PROCEDURE

Purpose

The Edmonton Catholic School's evaluation of the Ukrainian Bilingual Program is designed to answer four basic questions.

1) How does the performance of the Ukrainian Bilingual students in the English Language Arts and Mathematics compare with the performance of students in the regular program?

2) How effective is the program in teaching the students Ukrainian?

3) What are the attitudes of the parents, students, teachers and principals toward the program?

4) Does the program affect the students' appreciation of the Ukrainian culture, including their understanding of the Ukrainian Catholic Rite?

Matching Procedures

The sample of the treatment groups consisted of the grade one and two students in the Ukrainian-English Bilingual Program. All subjects in the grade one program were used in the experimental group(T_1 = 48 students). By the same token, all subjects in the grade two program were used in the experimental group (T_2= 51 students).

The experimental group of students, moreover, came from various parts of the city; more specifically, the grade one students came from three of the Edmonton Catholic Schools, while the grade two students came from two of them.

The control group students (C_1 and C_2), on the other hand , were selected from the population of students in the regular grade one and two classes at the three schools in which the Ukrainian-English Bilingual Program was offered.

In matching the experimental group of students with the control students, five criteria were considered: grade, sex, age, P.M.A. score, and S.E.S. rating.

Matched Samples Grade One

Ukrainian grade one students (T_1)	N = 48
Regular grade one students (C_1)	N = 48

Matched Samples Grade Two

Ukrainian grade two students (T_2)	N = 51
Regular grade two students (C_2)	N = 51

The five criteria were used in matching the experimental and control group students in order to increase the internal validity of the project design (Fisher, Stanley, and Campbell, 1966). Each criterion was deemed to be an important variable in determining to some extent the students' relative success or failure in achieving the objectives of the school program.

Statistical Procedures

The data for the study were gathered at the school level, then tabulated and key punched on computer cards at the Edmonton Catholic Schools' Informational Systems. Subsequently, a one way analysis of variance design (ANOVA) was carried out at the Computing Services, University of Alberta.

Achievement Tests

In June of 1976 the Gates-MacGinitie reading tests and the Science Research Association (S.R.A.) arithmetic tests were administered to forty-eight children in the grade one Bilingual program (T_1), fifty-one children in the grade two program (T_2) and to an equal number of pupils in two control groups. The first control group (C_1) consisted of forty-eight students in the regular grade one program, while the second control group (C_2) consisted of fifty-one children in the regular grade two program.

In order to assess achievement in Ukrainian, the Ukrainian Language Skills Tests (grade one and two) were administered to the experimental groups in the fall of 1975 as pre-tests and again in June of 1976 as post-tests.

Gates MacGinitie Reading Primary A,B Forms 1,2

(Vocabulary and Comprehension)

The Gates MacGinitie tests are administered at large in the school system to grades one and two students at the completion of the school term. School System norms are available for both the vocabulary and comprehension sub-tests, which are group administered. To be specific, the vocabulary sub-test provides a measure of the pupil's ability to recognize or analyze isolated words. The comprehension sub-test, on the other hand, provides information about the extent to which a pupil understands what he or she is reading, the latter requiring many skills not involved in the mere ability to recognize words.

SRA Arithmetic Test

The S.R.A. instrument is a criterion measure test administered system-wide. It provides both information about the degree of a pupil's conceptual understanding of mathematics, as well as his or her mastery of computational skills.

Ukrainian Language Skills Tests

Considerable attention has been given to the development of the Ukrainian Language Skills Tests. The grade one test has undergone two thorough revisions while the grade two test has passed through one revision phase. Both instruments consist of parts that are group and individually administered; the grade one test focuses on the listening and speaking skills, while the grade two test, in addition, measures initial reading and writing skills.

Grade One Ukrainian Language Skills Test

Group Administered

Cluster 1. Listening comprehension
2. Listening comprehension
3. Story comprehension

Individually Administered

Cluster

4. Naming; Comparisions
5. Naming of nouns
6. Identifying actions
7. Responding to pictures
8. Following instructions

The maximum possible score on the grade one test is 90 marks (group administered -40 individual -50).

Grade Two Ukrainian Language Skills Test

Group Administered

Cluster

1. Listening comprehension
2. Story comprehension
3. Selecting action pictures
4. Listening comprehension
5. Story comprehension

Individually Administered

Cluster

6. Naming
7. Responding to pictures
8. Oral conversation
9. Oral reading
10. Writing
11. Silent reading

The maximum possible score on the grade two test is 125 marks (group administered 50 individual 75).

Questionnaires

Very extensive work was carried out in the revision of the parent, teacher and principal questionnaires used in the previous year. The revision was undertaken to gather more precise information about the attitudes of parents, teachers and principals toward the program. In short, the questionnaires were designed to obtain information about the students' appreciation of the Ukrainian culture, including the students' understanding of the Ukrainian Catholic Rite, the appropriateness of program objectives, instructional materials, teaching methods and school organization.

Parent Questionnaires

Two separate questionnaires were developed: one for the parents of grade one pupils, another for the parents of grade two pupils. Each instrument consisted of three types of questions: those answered on a rating scale, multiple choice questions, and open-ended or space for "comment" responses. Some of the major areas examined were as follows:

1) Parental rating of the appropriateness and achievement of stated program objectives
2) Parental rating of the appropriateness and achievement of specific Ukrainian language arts and cultural objectives
3) Perception and attitudes toward the program
4) Parental involvement in the program
5) Family Background

The grade one and two questionnaires were very similar, although the grade two questionnaire contained questions about the Ukrainian reading and writing skills development that were not found in the grade one instrument. In both instruments, however, a five point rating scale was used. (Appendix B)

Teacher Questionnaire

Not unlike the parent questionnaire, the teacher questionnaire was developed to obtain a rating of the appropriateness and achievement of stated program objectives, as well as specific Ukrainian language arts' and cultural objectives. Moreover, the questionnaire was designed to obtain an assessment of teacher perception and attitudes about the overall effectiveness of the program, the adequacy of school organization, inservices, teaching strategies, curricular and instructional materials. In addition, questions were asked about the appropriateness of admission criteria for the program. (Appendix C)

Principal Questionnaire

Less detailed than the teacher questionnaire, the principal questionnaire did not ask for an assessment of the degree of achievement on the part of students of the stated program objectives and specific Ukrainian language arts' and cultural objectives. Rather, the questionnaire was designed to provide information about the appropriateness of objectives and, particularly, information about school organization matters, such as staffing, the need for special facilities and materials, timetabling or scheduling arrangements, as well as an indication of major problems, parental attitudes, degree of parental involvement and the appropriateness of admission criteria. (Appendix D)

Cognitive Testing Project

In addition to the administration of achievement tests, the cognitive testing project was carried out. Directed by Dr. B. Bain of the University of Alberta, the project involved the administration of the "conservation" and "embedded figures" tests. The tests were administered to thirty grade one students enrolled in the Ukrainian-English Bilingual Program and to thirty "control group" students in the regular program. Briefly, the "conservation" test purports to measure a child's level of logical cognition as proposed by the theories of Piaget, while the "embedded figures" test provides valuable information about type of cognitive style. For further information, the complete report on the cognitive testing project, including the results, conclusions, and bibliography is found in Appendix A of this report.

PART III RESULTS OF THE STUDY

A Brief Review of the Literature

One thing emerges clearly from a review of the literature on the evaluation of instructional programs: the necessity of stating clear objectives is emphasized by nearly every writer in the field. From the pioneering work of Tyler (Smith and Tyler, 1942) who proposed that behaviours be observed to see how well they match stated objectives, to the work of Scriven, Stake, Stufflebeam and Provus, objectives, "standards", "intents", or "outcomes" are a common unifying thread.

Scriven noted that whatever the role of evaluation, in decision making or course improvement, the goals are always the same - "to estimate the merit, worth, or value of the thing being evaluated" (MacKay and Maguire 1971). He also proposed the useful distinction between "formative" and "summative" kinds of evaluation. Stake, on the other hand, pointed out the necessity of classifying data as "descriptive" and "judgemental" or as "outcomes". In contrast, Stufflebeam defines evaluation as the "process of acquiring and using information for making decisions associated with planning, programming, implementing and recycling program activities" (MacKay and Maguire 1971). Provus' view of evaluation, not unlike Stake's model, is that "the process of evaluation consists of moving through the four stages (Definition, Installation, Process and Product) and through three major content categories: Inputs, Processes, and Outcomes."

In conclusion, whether a model focuses on the learning process (Tyler and Associates), provides the framework for data gathering, as suggested by Stake's model, or is based on a decision making rationale (Stufflebeam), the purpose of an evaluation surely must be clearly in mind if the evaluation is to have any effect on the development or continuation of a particular program.

Achievement Test Findings

The first question the evaluation attempted to answer concerned student achievement:

I. HOW DOES THE PERFORMANCE OF THE UKRAINIAN BILINGUAL STUDENTS IN THE ENGLISH LANGUAGE ARTS AND MATHEMATICS COMPARE WITH THE PERFORMANCE OF STUDENTS IN THE REGULAR PROGRAM?

For the purpose of comparing the scores of both groups, the experimental and control groups, results on four achievement tests were examined, using a one way analysis of variance design (ANOVA). The Scheffé Multiple Comparison of Means Test was performed where significance was indicated.

Grade Two Test Score Results (Stream 1)

Analyses of the grade two test score results for the Gates MacGinitie Vocabulary and Comprehension tests, the SRA Arithmetic test and the System Spelling test are as follows:

STREAM I - GRADE II

Achievement Variable No. 1 - Gates MacGinitie Vocabulary Test

Analysis of Variance

Scource	SS	MS	DF	F	P(.05)
Groups	.31	.31	1	0.00	not sig.
Error	8412	84.98	99		

There was no significant difference in performance on the Gates MacGinitie Vocabulary Test among the two groups. The respective means in standard score form were as follows:

$T_1 = 56.59$ $C_2 = 56.70$ (Maximum possible standard score = 71)

Achievement Variable No. 2 - Gates MacGinitie Comprehension Test

Analysis of Variance

Source	SS	MS	DF	F	P(.05)
Groups	67.44	67.44	1	.77	not sig.
Error	8654	87.41	99		

There was no significant difference in performance on the Gates MacGinitie Comprehension Test among the two groups. The respective means in standard score form were as follows:

T_2 = 58.29 C_2 = 56.66   (Maximum possible standard score = 70)

Achievement Variable No. 3 - SRA Arithmetic Test

Analysis of Variance

Source	SS	MS	DF	F	P(.05)
Groups	5.770	5.77	1	.16	not sig.
Error	3560.	35.96	99		

No significant difference was indicated on the SRA Arithmetic performance among the two groups. The means were as follows:

T_2 = 24.90 C_2 = 25.38   (Maximum possible score = 30)

Achievement Variable No. 4 - System Spelling Test (Edmonton Catholic Schools)

Analysis of Variance

Source	SS	MS	DF	F	P(.05)
Groups	21.63	21.63	1	.09	not sig.
Error	24592.	248.4	99		

No significant difference was indicated on the System Spelling test results among the two groups. The means were as follows:

T_2 = 89.73 C_2 = 88.80   (Maximum possible score = 100)

The second major question the evaluation attempted to answer also concerned student achievement:

II. HOW EFFECTIVE IS THE PROGRAM IN TEACHING THE STUDENTS UKRAINIAN?

Analyses of the grade two test score results in the Ukrainian Language Skills pre-test, administered at the beginning of the year, and the post-test, administered at the end of the school term are as follows:

Achievement Variable No. 5 - Ukrainian Language Skills Pre-Test
(Comparison Between Experimental Sub-Groups)

Analysis of Variance

Source	SS	MS	DF	F	P(.05)
Classrooms	3324	1662	2.	2.90	not sig.
Error	27549	574.0	48.		

The overall mean raw score was as follows:

$T_2 = 41.73$ (maximum possible score = 125)

Achievement Variable No. 6 - Ukrainian Language Skills Post-Test
(Comparison Between Experimental Sub-Groups)

Analysis of Variance

Source	SS	MS	DF	F	P(.05)
Classrooms	3046	1523	2	2.97	not sig.
Error	24608	512.7	48		

The overall mean raw score was as follows: $T_2 = 92.57$
(maximum possible score = 125)

Summary of Achievement Test Findings (Stream 1 Grade Two)

The achievement test score results clearly indicate that the grade two students in the Ukrainian Bilingual Program achieved as well in the English Language Arts and Mathematics as other students not in the program. No significant difference between the two groups was evident on the test score results. In addition, the students in the Ukrainian Bilingual Program acquired Ukrainian language skills to a large extent, according to the comparison of the pre and post-test results, indicating a mean gain of 50.84. (Average of 33.4% on the pre-test and 74.1% on the post-test)

The direct comparison of pre and post-test results, however, is somewhat tentative as seven students entered the program at one of the schools in mid-year. The pre-test results were unavailable for those students.

Grade One Test Score Results (Stream II)

Analyses of the grade one test score results for the Gates MacGinitie Vocabulary and Comprehension tests and the SRA Arithmetic test are as follows:

STREAM 2 - GRADE 1

Achievement Variable No. 1 - Gates MacGinitie Vocabulary Test

Analysis of Variance

Source	SS	MS	DF	F	P(.05)
Groups	170.6	170.6	1	1.54	not sig.
Error	10433	111.0	94		

No significant difference was evident on the Gates MacGinitie Vocabulary Test among the two groups. The respective means in standard score form were as follows:

T_1 = 59.96 C_1 = 57.29 (maximum possible standard score = 67)

Achievement Variable No. 2 - Gates MacGinitie Comprehension Test

Analysis of Variance

Source	SS	MS	DF	F	P(.05)
Groups	4.563	4.56	1.	.04	not sig.
Error	10833	115.3	94		

No significant difference was evident on the Gates MacGinitie Comprehension Test among the two groups. The respective means in standard score form were as follows:

T_1 = 57.52 C_1 = 57.96 (maximum possible standard score = 67)

Achievement Variable 3 - SRA Arithmetic Test

Analysis of Variance

Source	SS	MS	DF	F	P(.05)
Groups	.09	.09	1.	.01	not sig.
Error	1643.	17.48	94		

No significant difference was evident on the SRA Arithmetic performance among the two groups. The means were as follows:

$T_1 = 25.73$ $C_1 = 25.79$ (maximum possible score = 30)

Analyses of the grade one test score results in the Ukrainian Language Skills pre-test administered at the beginning of the year, and the post-test, administered at the end of the school term are as follows:

Achievement Variable No. 4 - Ukrainian Language Skills Pre-Test
(Comparison of Experimental Sub-Groups)

Analysis of Variance

Source	SS	MS	DF	F	P(.05)
Classrooms	2871	1435	2.	3.74	* .03
Error	17260.	383.6	45.		

The overall mean raw score was as follows: $T_1 = 30.26$ (maximum possible score = 90).

* A significant difference in the mean performance on this test of the sub-groups was indicated. The means were as follows:

$Tc_1 = 34.00$ $Tc_2 = 34.45$ $Tc_3 = 15.20$

Probability Matrix for Scheffé Multiple Comparison of Means

	Tc_1	Tc_2	Tc_3
Tc_1	1.00	.99	.06
Tc_2		1.00	*.04
Tc_3			1.00

The results indicated that one of the classroom mean scores (Tc_2) differed significantly from one of the other classroom mean scores (Tc_3). The difference between Tc_2 and Tc_1 was not significant; neither was the difference between Tc_1 and Tc_3.

Achievement Variable No. 5 - Ukrainian Language Skills Post-Test
(Comparison of Experimental Sub-Groups)

Analysis of Variance

Source	SS	MS	DF	F	P(.05)
Classrooms	51.94	25.97	2.	0.19	not sig.
Error	6314.	140.3	45.		

The overall mean raw score was as follows: $T_1 = 65.08$
(maximum possible score = 90)

Summary of Achievement Test Findings (Stream 2 Grade One)

The evidence is clear on achievement test score results that the grade one students in the Ukrainian Bilingual Program achieved as well in the English Language Arts and Mathematics as other students not in the program. No significant difference between the two groups was evident on the test score results. Moreover, the students in the Ukrainian Bilingual Program acquired Ukrainian language skills to a large extent, according to the comparison of the pre and post-test results, indicating a mean gain of 34.82 (average of 33.6% on the pre-test and 72.3% on the post-test).

Although a significant difference was evident between the mean scores on the pre-test of two of the classroom sub-groups, no significant difference was evident on the post-test. Thus the classroom that performed at a significantly lower level on the pre-test, performed at a level comparable to the other two classrooms on the post-test. Of interest, three of the grade one treatment students entered the program in mid-year.

Discussion

Overall, the achievement test findings are remarkably consistent with the first phase of the evaluation carried out during the first year of the pilot project. In the first year study no significant difference, for the most, was found between the achievement test score results of the treatment and control groups.

Although a significant difference in Spelling achievement between the treatment group and one of the two control groups was noted in the previous year's report, no apparent difference was evident in the current test results. The current evidence, therefore, seems to suggest that the slight lag in Spelling of the treatment group as compared with one control group, in the first-year study, was only temporary. Of interest, though, the WRAT Spelling achievement test was used in the 1974-75 grade one study while the System Spelling Test was used in the current study of grade two achievement. As a result, a direct comparison between the first year and second year studies is a very tentative one at best. Since Spelling is not taught as a separate subject area until grade two, however, the additional emphasis given to Spelling in the second year may have been a factor in overcoming the slight initial lag that test score results seemed to indicate at the completion of grade one.

With respect to the Ukrainian language skills test results, the complete revision of the grade one test after the first year study seems to have been worthwhile. The "ceiling effect" that was in evidence in the first-year results was not in evidence in the current study. The revised test is much more comprehensive than the original test and appears to be statistically much more reliable (see Appendix E). The grade two test, as well, that was developed prior to the 1975-76 school term shows promise as a useful test instrument.

Questionnaire Findings

The third major question the evaluation attempted to answer concerned perceptions and attitudes.

III. WHAT ARE THE ATTITUDES OF THE PARENTS, STUDENTS, TEACHERS AND PRINCIPALS TOWARD THE PROGRAM?

Parents, teachers and principals were asked to evaluate the appropriatness of program objectives. In addition, parents were asked to rate the degree to which they felt their child was achieving the objectives of the program (see Appendix B). Teachers, also, were asked to rate the degree to which they felt their classes were achieving the program objectives. (see Appendix C)

Thirty-five families responded to the grade one questionnaire (72%), while thirty-four families responded to the grade two questionnaire (67%), Three grade one and three grade two teachers responded to the teacher questionnaire, while three principals responded to the principal questionnaire.

Objective I

THE PUPILS WILL FOLLOW THE ENGLISH LANGUAGE CURRICULUM IN LANGUAGE ARTS, MATHEMATICS AND SCIENCE, AND WILL ACHIEVE AT OR ABOVE AN AVERAGE LEVEL IN EACH OF THESE AREAS.

Summary No. 1.1 to No 1.3

1.1 The parents of the bilingual students rated the appropriateness of the objective as follows:

Grade 1 group		Grade 2 group	
5 rating	68.5%	5 rating	58.8%
4 rating	28.5%	4 rating	38.2%

1.2 The six teachers as a group rated the appropriateness of the objective as follows:

5 rating	66.6%
4 rating	16.6%
2 rating	16.6%

1.3 The three principals rated the appropriateness of the objective as follows:

4 rating	33.3%
3 rating	66.6%

Discussion

It might be noted that the majority of the parents and teachers rated the appropriateness of the objective very highly: 97% of the parents gave a rating of 4 and 5 while 83.2% of the teachers gave a rating of 4 and 5. Although one principal gave a rating of 4, the other two gave a rating of 3.

For comparison, 96.8% of the parents of the previous year's study rated the objective as appropriate:

5 rating	42.5%
4 rating	54.28%

Summary No. 1.11 and No. 1.22

1.11 The parents of the bilingual students rated the achievement of the first objective as follows:

Grade 1 Group		Grade 2 Group	
5 rating	68.5%	5 rating	[illegible].5%
4 rating	25.7%	4 rating	20.5%

1.22 The teachers rated the achievement of the objective as follows:

5 rating	83.3%
4 rating	16.6%

Discussion

Again, a very high degree of congruence is evident between the ratings of parents and teachers, with over 90% of the parents and teachers giving a rating of 4 or 5. Teachers in particular, tended to rate the achievement of the objective very highly, with 83.3% giving a rating of 5.

Objective 2

THE PUPILS WILL LEARN ORAL UKRAINIAN IN GRADE I/II THROUGH THE PRESENTATION OF LANGUAGE ARTS, SOCIAL STUDIES, MUSIC, ART, PHYSICAL EDUCATION AND HEALTH IN THE UKRAINIAN LANGUAGE.

Summary No. 2.1 to No. 2.3

2.1 Parental rating of the appropriateness of the objective was as follows:

Grade 1 Group		Grade 2 Group	
5 rating	68.5%	5 rating	67.6%
4 rating	25.7%	4 rating	29.4%

2.2 Teacher rating of the appropriateness of the objective was as follows:

5 rating	83.3%
4 rating	16.6%

2.3 Principal rating of the appropriateness was as follows:

5 rating	66.6%
4 rating	33.3%

Discussion

Almost unanimously, the parents, teachers and principals rated the appropriateness of the second objective very highly. For comparison, 90.3% of the parents of the previous year's study rated the objective as appropriate:

5 rating	65.7%
4 rating	24.6%

Summary No. 2.11 to 2.22

2.11 The parents of the bilingual students rated the achievement of the objective as follows:

Grade 1 Group		Grade 2 Group	
5 rating	45.7%	5 rating	44.1%
4 rating	37.1%	4 rating	50.0%
3 rating	17.1%	3 rating	2.9%

2.22 Teachers rated the achievement of the objective as follows:

5 rating	80.0%
4 rating	20.0%

Discussion

Over 80% of the grade one parents and 94% of the grade two parents rated the achievement of the objective very positively. Teachers, however, tended to rate the achievement of the objective even more positively than parents.

IV. DOES THE PROGRAM AFFECT THE STUDENTS' APPRECIATION OF THE UKRAINIAN CULTURE, INCLUDING THEIR UNDERSTANDING OF THE UKRAINIAN CATHOLIC RITE?

The last major question of the evaluation was answered, by the responses of the parents, teachers and principals to the third objective on the grade one, the teacher and the principal questionnaires (see Objective 4 on the grade two parent questionnaire).

Objective 3

PUPILS WILL DEVELOP A GREATER APPRECIATION OF UKRAINIAN CULTURE.

Summary No. 3.1 to 3.3

3.1 Parental rating of the appropriateness of the objective was as follows:

Grade 1 Group		Grade 2 Group	
5 rating	74.2%	5 rating	88.2%
4 rating	20 %	4 rating	8.8%

3.2 Teacher rating of the appropriateness of the objective was as follows:

5 rating	83.3%
4 rating	16.6%

3.3 Principal rating of the appropriateness of the objective was as follows:

5 rating	100%

Discussion

In general, the objective was rated very positively by parents and teachers, while principals were unanimous in their rating. For comparison, 97% of the parents of the previous year's study rated the objective very positively.

Summary No. 3.11 to 3.33

3.11 Parental rating of the achievement of the objective was as follows:

Grade 1 Group		Grade 2 Group	
5 rating	62.8%	5 rating	67.6%
4 rating	34.2%	4 rating	17.6%

3.22 Teacher rating of the achievement of the objective was as follows:

5 rating	83.3%
4 rating	16.6%

Discussion

Overall, 97% of the grade one parents, 85% of the grade two parents and 100% of the teachers rated the achievement of the objective very positively.

Appreciation of Ukrainian Culture: Parental Attitudes

The next fifteen questions on the questionnaires were designed to get specific information about the cultural program as stated in the following question: "To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?" (music, art, religion, social studies, and literature).

Perhaps the most interesting finding concerned the subject of Religion. Ninety-seven per cent of the grade one parents felt that cultural appreciation in the area of Religion (traditions, celebrations at Christmas and Easter) was highly appropriate. Eighty-eight per cent of the parents felt that cultural appreciation was being achieved in the Religion program. The grade two parents, unanimously felt that cultural appreciation was both highly appropriate and being achieved very successfully.

Over 90% of the grade one parents felt that Music and Art were highly appropriate for study. About 82% felt the goals were being achieved. Over 75% of the grade one parents felt that Social Studies and Literature were very appropriate for study. A lesser number of parents (between 55% and 65%) felt that the goals were being achieved. Of interest, between 21% and 33% of the parents were undecided whether or not cultural appreciation was being achieved in Social Studies and Literature.

The grade two parental responses were fairly consistent with the grade one responses. Of the grade two parents, over 88% felt that Music and Art were highly appropriate for study. Over 81% felt that the goals were being achieved in Music while only 65% felt the goals were being achieved in Art. Thirty-one per cent were undecided about Art.

Over 84% of the grade two parents felt that the goals of the Social Studies and Literature programs were highly appropriate. Between 51% and 68% of the parents felt that the goals were being achieved.

Of particular interest, the ratings in Social Studies in both the study of early Ukrainian settlers in Canada and of references to

Ukraine as the country of origin of Ukrainian people (customs, traditions, language) were quite high on appropriateness (between 76% and 82% on the grade one questionnaire and between 84% and 91% on the grade two questionnaire).

Numerous suggestions were made by parents for further developing cultural appreciation, including the following: visits to the Ukrainian Museum, study of traditional foods and clothing, study of drama, acting in plays, and study of the geography of Ukraine.

Appreciation of Ukrainian Culture: Teacher and Principal Attitudes

Teachers were unanimous in rating Religion very highly on appropriateness and achievement. Also consistent with parental rating, teachers rated Music and Art very highly on appropriateness. In contrast, however, teacher ratings of achievement in Music and Art were considerably higher. (100% versus 55% to 81%). Also in sharp contrast to parental ratings, only 40% to 50% of the teachers rated the Social Studies objectives as highly appropriate. Sixty per cent of the teachers considered the study of early Ukrainian settlers in Canada inappropriate and unachieved while 33% felt references to Ukraine as the country of the origin of Ukrainian people (customs, traditions, language) were inappropriate and unachieved. A probable explanation for the discrepancy in the parental and teacher perceptions is that the study of pioneer families and various cultural groups is recommended in the program outline for grade three. Literature, on the other hand, was rated highly by teachers on both appropriateness and achievement.

Principals tended to consistently rate the subject areas of Religion, Music, Art, Social Studies and Literature as appropriate for study.

Objective 4 (See Objective 5 Grade two questionnaire)

THE PUPILS AND THEIR PARENTS WILL HAVE POSITIVE FEELINGS ABOUT THE PARTICIPATION OF THE PUPILS IN THE PROGRAM.

SUMMARY No. 4.1 to 4.3

4.1 Parents rated the appropriateness of the objective as follows:

Grade One Group		Grade Two Group	
5 rating	82.3%	5 rating	88.2%
4 rating	17.6%	4 rating	11.7%

4.2 Teachers rated the appropriateness as follows:

5 rating	83.3%
4 rating	16.6%

4.3 Principals rated the appropriateness as follows:

5 rating	66.6%
4 rating	33.3%

Discussion

Parents, teachers and principals were unanimous in stating that positive feelings about the program on the part of pupils and parents are an important objective of the program. Moreover, a very high percentage of parents (over 82% gave a rating of 5) were very happy with their child's participation in the Bilingual Program. A clear majority of the parents also felt their children were very happy to participate in the program.

A sampling of the comments made by grade one parents to question #23 are as follows:

> "This is the most unbelievably progressive, encouraging and fantastic program any child and his parents could get involved in."
>
> "We feel our (child) has done well in grade one in the Ukrainian Bilingual Program; she has learned quite a bit - especially in music and culture."
>
> " Our (child) is more willing to speak and participate in Ukrainian activities than many other children who were not in the Bilingual Program."

Teachers and principals, too, were consistently positive about the attitudes of parents and pupils toward the program.

Ukrainian Language Communication Skills (Objectives 5,6,7)

In large measure, parents felt that the development of the listening comprehension and speaking skills in Ukrainian was highly important. Over 82% of both the grade one and two parents gave a rating of 5 to each of the three stated objectives. A smaller number of the grade one parents (between 60% and 75% gave ratings of 4 and 5) felt that the listening and speaking skills were being achieved. A large number of the grade two parents (between 75% and 90% gave ratings of 4 and 5) felt skills were being achieved.

Almost unanimously, grade two parents felt that the development of the pupils' listening and speaking skills along with the introduction of reading and writing skills, was a highly appropriate objective. (Objective 3 - questions 5 and 6). The majority of parents felt the four components of listening, speaking, reading and writing were being achieved. With reference to questions 42, 43 and 45 on the grade two questionnaire, the majority of parents felt very satisfied with the introduction of their children to the reading and writing skills in Ukrainian (over 93% gave ratings of 4 and 5). In addition, the majority of parents reported that their children were very enthusiastic about the *Tut i Tam* reader.

Of significance, teachers and principals also rated the development of Ukrainian language communication skills very highly. Teachers tended to rate the achievement of the skill objectives very highly as well (Questions 30, 32 rated 5 by all of the teachers).

Summary of the Cognitive Testing Results

1. Both the experimental and control groups performed at comparable levels of logical cognition and type of cognitive style: no significant differences were evident between them.

2. Comparisions between the Norm and Control group on the Embedded Figures and Conservation tests indicated no significant differences. A comparison between the Norm and the Experimental group results on the Embedded Figures test also indicated no significant difference. However, a significant difference was evident in a comparison between the Norm and the Experimental group on the Conservation test; the Experimental group performed beyond the Norm on logical cognition. (See Appendix A)

PART IV PROGRAM OPERATION

Summary: Parental Perceptions and Attitudes

1. Ukrainian Materials

A high percentage of parents (between 80% and 91%) felt that an appropriate number of Ukrainian materials were available. Of interest, 20% of the grade one parents felt there were too few materials while about 5% of the grade two parents felt there were too few materials. In addition, 8% of the grade one parents and 19% of the grade two parents reported that they had materials at home that would probably be useful to teachers in the program.

2. Special Activities (field trips, community resource persons)

The majority of parents (between 76% and 80%) felt that the right amount of special activities were arranged so that children could be exposed to Ukrainian culture. Between 20% and 23% of the parents felt there were too few special activities. Most parents, however, expressed a high satisfaction with the kinds of field trips and special activities that were arranged. Numerous suggestions were made by parents for field trip activities, including visits to Churches containing special cultural motifs, responding to the liturgy, visiting museums and exchanging visits with other Bilingual Schools (French and Ukrainian).

3. Parental Involvement

Between 78% and 87% of the parents were satisfied with their involvement in the school program.

A sampling of parental comments is as follows:

> "Whenever possible I assist in class activities and help prepare class projects."
>
> "I'm involved in projects every second week or so."
>
> "Quite difficult because I am out of town two weeks out of four and my wife works."
>
> "Participation has been through the Ukrainian Bilingual Association since the program's inception."

4. Adequacy of School Facilities (classroom, equipment, library)

Between 58% and 61% of the parents felt that school facilities were adequate; however, between 14% and 23% did not know if facilities were adequate or not.

5. Reporting on Pupil Progress

A majority of the parents preferred parent-teacher interviews and report cards as methods of reporting on pupil progress. Most grade two parents (88%) felt the school reporting methods were adequate while 25% of the grade one parents felt that the school reporting methods were somewhat inadequate.

6. Equal Division of Instructional Time (approximately 50% in Ukrainian and 50% in English)

Over 85% of the grade one parents felt satisfied with the equal division of instructional time between the use of Ukrainian and English in the classroom.

7. Continuation of the Program

A clear majority of parents (between 79% and 88%) wanted the program to continue as it is. Eight percent of the grade one parents and 17% of the grade two parents wanted the program to continue with minor modifications. None of the parents wanted the program discontinued.

A sampling of parental comments follows:

> "Satisfied with all phases of the program".
>
> "I would like to express my thanks as a parent to the teachers and administration of the program in the School System for the way they have worked so hard in making the Ukrainian Bilingual Program such a success to date".
>
> "I have found my child can write in Ukrainian, but is not doing so well in English even though he is among the top of the class. I feel writing in English is more important to him than writing in Ukrainian. Therefore, more English please. Otherwise I am very satisfied with the program".
>
> "I would like to see the children and teachers speak Ukrainian as much as possible during class hours. More time spent on oral speaking than on reading and writing Ukrainian."
>
> "We are very pleased with this program. We are only sorry that this program was not started sooner so that our three older children could have taken it also."

> "Would like to see the program continue to Grades 4, 5, 6."
>
> "Transportation. The new boundary limit is one and a half miles. We feel that is too far for a small child to walk."
>
> "We are pleased with (our child's) progress. Because I do not speak Ukrainian it is difficult to evaluate some areas. I am pleased that learning to read English has been accomplished as well."
>
> "Special recognition must be given by senior governments and school boards to assist towards convenient transportation if the program is to serve the whole city equitably. The standard transportation programs do not meet the requirements of special schools/programs."

8. Consolidation of the Bilingual Classes

An overwhelming majority of parents (between 81% and 90%) felt that Bilingual classes should "continue to be given in several schools in the system (as it is now)." Only 6% of the grade one parents and 18% of the grade two parents preferred to have the Bilingual classes "consolidated into one or two schools in the system designated as a Ukrainian-English Bilingual School(s)."

Some Parental comments are as follows:

> "Schools would have to be very centrally located to facilitate transportation by city buses."
>
> "Special programs or back-up programs to all the bilingual programs could be further advanced by the use of mobile facilities. A mobile trailer containing special displays, and equipment could be used and moved from school to school participating in the program."

9. Parents' Bulletin (Trembita)

Most parents felt the "Trembita" provided useful information and wanted the bulletin continued with approximately equal emphasis on information about Ukrainian Culture and information about the Ukrainian-English Bilingual Program.

10. Conversational Ukrainian Classes For Parents

Forty seven percent of the grade one parents and 46% of the grade two parents were interested in taking a course in the Ukrainian language, with most preferring a course that included development of conversational, reading and writing skills as well as emphasis on Ukrainian culture.

Summary: Teacher and Principal Perceptions and Attitudes

Principals tended to consider admission criteria as inappropriate, although a total of six responses were neutral (rating of 3). Teachers were divided almost equally in rating admission criteria: eighteen responses were inappropriate (rating of 1 and 2) while an equal number were appropriate (rating of 4 and 5). A total of five teacher responses were neutral. Thus, no clear consensus on the part of principals and teachers was evident on the matter of admission criteria.

Principals generally noted that no special facilities nor any special timetabling or scheduling arrangements were necessary. Furthermore, there was unanimous agreement among the principals that the Bilingual classes were well integrated within the school.

Staffing was mentioned in three responses as being vital to the success of the program, while low enrolment was identified as a problem by one principal.

The majority of teachers felt that they gave equal emphasis to both Ukrainian language and culture in the classroom. Moreover, all of the grade two teachers responded that they introduced their students to the written Ukrainian script (cursive).

Teachers unanimously felt that more inservices are needed and suggested the following topics: sharing of ideas and development of games for use in Language Arts, Reading and Social Studies (game's workshop); teaching techniques; and methods of teaching Social Studies, Music, Physical Education and Language Arts.

CONCLUSIONS

Major Findings

1. There was no significant difference between the achievement test score results of the experimental and control groups at both the grade one and two levels in the English Language Arts and Mathematics. The students in the Ukrainian Bilingual Program achieved as well as other students not in the program.

2. A large overall mean gain was evident in a comparison of the pre and post test results on the Ukrainian Language Skills Test at both the grade one and two levels, indicating that students made considerable progress in learning Ukrainian.

3. Questionnaire findings indicated that a large majority of the parents, students, teachers and principals were very positive toward the objectives of the program and felt that the objectives of the program were being achieved to a large extent.

4. Parents, teachers and principals felt that Ukrainian cultural objectives were highly appropriate. Moveover, parents and teachers felt that students acquired an appreciation of the Ukrainian culture and an understanding of the Ukrainian Catholic Rite.

Significant Observations

1. Almost unanimously, parents, teachers and principals felt that religious objectives were highly appropriate. Parents and teachers, moreover, rated the achievement of the objectives very highly.

2. All teachers expressed a need for further inservice training in the following: development of resource materials (game's workshop), and examination of teaching techniques or methodology of providing instruction in Ukrainian in a variety of subject areas - Social Studies, Music, Physical Education and Language Arts.

3. Program objectives, for the most part, were perceived to be appropriate by parents, teachers and principals. Ukrainian language communication skills and appreciation of the Ukrainian culture were equally highly rated as significant components of the program.

4. There was lack of agreement among teachers and principals on the extent to which admission requirements should play a role in the selection of students for the program. Opinion was relatively divided or neutral on the appropriateness or inappropriateness of the selection criteria; no clear consensus was evident on any single criterion listed.

5. Only six percent of the grade one parents and eighteen percent of the grade two parents felt that Bilingual classes should be "consolidated into one or two schools in the system designated as a Ukrainian-English Bilingual School(s). An overwhelming majority of parents felt that the Bilingual classes should "continue to be given in several schools in the system (as it is now)."

BIBLIOGRAPHY

Campbell, D.T. and Stanley, J.C. Experimental and Quasi-Experimental Design for Research. Chicago: Rand McNally, 1972.

Chou, Y. Statistical Analysis. New York: Holt, Rinehart and Winston, 1969.

MacKay, D.A. and Maguire, T.O. Evaluation of Instructional Programs. A Study Prepared for the Educational Planning Mission, Alberta Human Resources Research Council, 1971.

Pineo, P.C. and Porter, J. Occupational Prestige in Canada The Canadian Review of Sociology and Anthropology, Volume 4, Number 1, 1967.

APPENDIX A

PREAMBLE

1. Two dimensions of contemplative cognition were evaluated. The two testing procedures used were (1) Conservation, that is, level of logical cognition; (2) Embedded Figures, that is,type of cognitive style. A brief description of each procedure follows.

1a. Piaget's Theory and the Concept of Conservation: a brief overview.

The most complete and systematic developmental theory of contemplative cognitive structure to date is that proposed by Piaget. Psychologists and educators (e.g., Hunt, 1961; Flavell, 1963; Almy, 1966; Bain, 1973,1975) have found that Piaget's theory, which is increasingly supported by empirical evidence, may serve as a conceptual framework for assessing a child's mental development, in general, and his ability to comprehend and utilize abstract concepts, in particular. Especially useful is Piaget's attempt to demonstrate the developmental, stage-by-stage progression of the child's thinking, in view of its implications for the assessment of cognitive growth. Traditional measures of intellectual functioning, such as IQ tests, are not based on developmental conceptions, nor even on a specific theory of intelligence. They simply represent an agglomeration of tasks which empirically have been shown to correlate with school achievement and other indices of intelligent behavior.

One of the most important phases in a child's development is the transition from a prelogical to a logical mode of thought. In Piaget's theory, the concept of conservation not only signals this cognitive change, but also represents a crucial contemplative attribute in and of itself. When a child is able to conserve, he recognizes that certain properties, such as substance, weight, volume, or number, remain unchanged in the face of certain transformations, such as changes in the object's form, shape, color, or position. In the conservation of number task, for example, two parallel lines of six chips are placed in front of a child. After the child agrees that each row contains the same number of chips, the chips are spread out in one row and bunched together in the other. The child is then asked whether the number of chips is the same in the two rows. Similarly, in the conservation of continuous quantity task, two standard glasses filled with the same amount of water are shown to the child. The water from the glasses is then poured into a tall thin glass and the child is asked whether the tall glass contains the same amount of water as the standard glass. Children who understand the conservation principle realize, in both tasks, that the quantity remains the same despite the transformations.

1b. Witkins' Theory and the Concept of Cognitive Style: a brief overview.

The EFT is a contemplative, perceptual test. The subject's task on each trial is to locate a previously seen simple figure within a larger complex figure which has been so organized as to obscure or embed the sought-after simple figure. In the strictest interpretation, therefore, scores on the EFT reflect extent of competence at perceptual disembedding. Individual differences in EFT performance, however, appear to relate to more than differences in perceptual functioning. Numerous studies, reviewed below, have shown that the ability to "keep things separate in experience" in the EFT, signifying in effect greater differentiation in perceptual functioning, manifests itself in congruent form in other areas of the person's psychological activity, signifying greater differentiation in these other areas as well.

The concept that perceptual and intellectual (that is, cognitive) tasks may serve in the assessment of broad, salient dimensions of personal functioning is a long-standing one in the history of psychological testing. Ever since the introduction of intelligence tests, patterns of abilities revealed in test performance have been used in clinical appraisals of ego functioning. Similarly, perceptual tests like the Rorschach, in use for many years in clinical assessment, have also followed the rationale that from the way in which an individual perceives particular stimuli, inferences may be drawn about his personality.

The specific rationale for using the EFT to assess broad dimensions of personal functioning comes from cognitive-style theory and the evidence accumulated in the course of its extensive research application. In brief, cognitive styles are the characteristic, self-consistent modes of functioning which individuals show in their perceptual and intellectual activities. These cognitive styles are manifestations in the cognitive sphere of still broader dimensions of personal functioning which cut across diverse psychological areas. The emphasis in research on cognitive style has been on the adaptive functions served by cognitive processes in the psychological economy of the individual. This emphasis has led to a search (Witkin, 1950; Witkin, Dyk, Faterson, Goodenough and Karp, 1962; Bain, 1973) for connections and consistencies from one psychological area to another, and to the finding of formal stylistic similarities across many psychological areas. The result is a more integrated, holistic view of personality.

2a. The results are presented in two parts (1) Overall, that is, all schools (2) Individual, that is, each pupil by school. The overall results are best interpreted in terms of general curriculum planning. The individual results are best interpreted in terms of individual pupil within a particular school.

2b. When interpreting the results, especially individual performances, remember that two different albeit interdependent attributes of cognition are being seen. Conservation refers to the level of logical cognition. Embedded Figures refers to the type of cognitive style.

HIGHLIGHTS OF RESULTS

1. Overall: there were no significant differences between Experimental and Control groups on either task, that is, both groups are performing at comparable levels of logical cognition and type of cognitive style.

2. Overall: there were no significant differences between Norm and Control on Embedded Figures and Conservation; nor between Norm and Experimental Figures; there was a significant difference between Norm and Experimental on Conservation. That is, the Control group is performing within the normative parameters for this age group; while the Experimental group is performing within the norm on cognitive style and beyond the norm on logical cognition.

3. Overall: the consistency of performance was higher for the Experimental group (r = .35) than for the Control group (r = .21), that is, there is a tendency for the Experimental pupil to perform both tasks at the same level of efficiency, while it is somewhat less so with the Control group. However the correlations for both groups were low.

4. Overall: the statistical trend was for the Experimental group to perform slightly better than the Control group on both tasks under all auspices.

5. Individual: the order of consistency of performance for Experimental pupils was St. Bernadette (r = .61) St. Matthew (r = .51) St. Martin's (r = .09).

6. Individual: the order of consistency of performance for Control pupils was St. Martin's (r = .44) St. Matthew (r = .09) St. Bernadette (r = -.10).

7. Individual: the largest trend difference between Experimental and Control pupils was found at St. Matthew's.

8. Individual: individual findings (points 5, 6, 7) usually are the result of sampling procedures, that is, randomly select another sample and a different profile would likely emerge. Hence, overall results tend to be more reliable.

CONCLUSIONS

1. The results suggest a guarded optimism. It would be premature to state that, with reference to cognitive consequences, the program is a success. The most which can be said is that the program is not having detrimental cognitive consequences.

2. The trend of findings is for the Experimental pupils to do slightly but not significantly better than the Control pupils. This type of finding is not unusual in the first few years of these progrmas. They are roughly equivalent to what has been found in other studies at this stage of program development.

Bruce Bain, Ph.D.
Edmonton, May, 1976

APPENDIX 1

OVERALL

Conservation	Embedded Figures
Experimental & Control	Experimental & Control
t of 1.24, d.f. 28 $p < .25$	t of .17, d.f. 28 $p = .22$
Norm & Experimental	Norm & Experimental
t of 1.74, d.f. 68 $p = .08$	t of 2.86, d.f. 46 $p < .01$
Norm & Control	Norm & Control
t of 1.60, d.f. 68 $p = .12$	t of 1.96, d.f. 46 $p = .09$

TEST CONSISTENCY

Experimental $r = .35$

Control $r = .21$

INDIVIDUAL

St. Bernadette

Conservation	Embedded Figures
Experimental & Control	Experimental & Control
t of .96, d.f. 16 $p < .25$	t of 1.64, d.f. 16 $p < .25$
Norm & Experimental	Norm & Experimental
t of 1.45, d.f. 25 $p = .19$	t of 1.58, d.f. 47 $p = .11$
Norm & Control	Norm & Control
t of .53, d.f. 25 $p < .25$	t of 2.00, d.f. 47 $p = .06$

Test Consistency

Experimental $r = .61$	Control $r = -.10$

APPENDIX 2

St. Martin

Conservation	Embedded Figures
Experimental & Control	Experimental & Control
t of .38, d.f. 18 $p < .25$	t of .56, d.f. 18 $p < .25$
Norm & Experimental	Norm & Experimental
t of 2.63, d.f. 26 $p = .025$	t of 2.96, d.f. 48 $p = .005$
Norm & Control	Norm & Control
t of 2.50, d.f. 26 $p = .02$	t of 2.38, d.f. 48 $p = .03$

Test Consistency

Experimental $r = .09$	Control $r = .44$

St. Matthew

Conservation	Embedded Figures
Experimental & Control	Experimental & Control
t of 1.47, d.f. 20 $p = .19$	t of .17, d.f. 20 $p < .25$
Norm & Experimental	Norm & Experimental
t of 3.04, d.f. 27 $p = .005$	t of 1.75, d.f. 49 $p = .09$
Norm & Control	Norm & Control
t of 1.61, d.f. 27 $p = .12$	t of 1.67, d.f. 49 $p = .11$

Test Consistency

Experimental $r = .51$	Control $r = .09$

Bibliography

Almy, Millie. Young Children's Thinking: Studies of some aspects of Piaget's theory. Teachers' College Press, Columbia University, 1966.

Bain, Bruce. Toward a theory of perception: Participation as a function of body-flexibility. Journal of General Psychology, 1973, 89, 157-296.

Bain, Bruce. Toward an integration of Piaget and Vygotsky: Bilingual Considerations. Linguistics: An International Review, 1975, 160, 1-19.

Flavell, J. H. The Developmental Psychology of Jean Piaget. Princeton, N.J.: Van Nostrand, 1963.

Hunt, J. McV. Intelligence and Experience. New York: Ronald Press, 1961.

Witkin, H. A. Individual differences in ease of perception of embedded figures. Journal of Personality, 1950, 19, 1-15.

Witkin, H. A., Dyk, R., Faterson, H. F., Goodenough, D. R., & Karp, S. A. Psychological Differentiation. New York: John Wiley & Sons, 1962.

TABLE 1

Number of Children, Means, and Standard Deviations for Conservation Tests for Children aged 506-606

Group	N	M	SD
Norm	18	2.98	4.33
Overall Experimental	30	6.27	2.65
Overall Control	30	5.33	3.23
St. Bernadette Exp.	9	5.1	2.85
St. Bernadette Control	9	3.8	2.95
St. Martin Exp.	10	6.3	2.06
St. Martin Control	10	6.8	3.33
St. Matthew Exp.	11	7.18	2.82
St. Matthew Control	11	5.27	3.00

TABLE 2

Number of Children, Means, and Standard Deviations for

CEFT for Children aged 506-606

Group	N	M	SD
Norm	40	7.1	4.0
Overall Experimental	30	11.07	11.99
Overall Control	30	10.57	11.34
St. Bernadette Experimental	9	10.6	5.98
St. Bernadette Control	9	10.2	4.33
St. Martin Experimental	10	13.0	5.64
St. Martin Control	10	11.5	5.23
St. Matthew Experimental	11	9.64	4.12
St. Matthew Control	11	10.0	5.12

APPENDIX B

BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM EVALUATION

PARENT QUESTIONNAIRE

GRADE TWO

OBJECTIVES OF THE BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM

The purpose of this section is to evaluate the objectives of the Bilingual (Ukrainian-English) Program.

Objective 1

The pupils will follow the English-language curriculum in language arts, mathematics and science and will achieve at or above an average level in each of these areas.

1. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	2.9	38.2	58.8	
n=	0	0	1	13	20	34

2. Do you feel the objective is currently being achieved by your child?

	Not Achieved			Achieved		
	1	2	3	4	5	Tn
percent	0	2.9	5.8	20.5	70.5	
n=	0	1	2	7	24	34

Objective 2

The pupils will learn oral Ukrainian in Grade II through the presentation of language arts, social studies, music, art, physical education and health in the Ukrainian language.

3. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	2.9	29.4	67.6	
n=	0	0	1	10	23	34

4. Do you feel the objective is currently being achieved by your child?

	Not Achieved 1	2	3	4	Achieved 5	Tn
percent	0	2.9	2.9	50.0	44.1	
n=	0	1	1	17	15	34

Objective 3

The pupils' listening and speaking skills in Ukrainian will be further developed in Grade II along with the introduction of reading and writing skills.

5. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate 1	2	3	4	Appropriate 5	Tn
percent	0	0	2.9	8.8	88.2	
n=	0	0	1	3	30	34

6. Do you feel the objective is currently being achieved by your child?

	Not Achieved 1	2	3	4	Achieved 5	Tn
percent	0	0	8.8	41.1	50.0	
n=	0	0	3	14	17	34

Objective 4

Pupils will develop a greater appreciation of Ukrainian culture.

7. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate 1	2	3	4	Appropriate 5	Tn
percent	0	0	2.9	8.8	88.2	
n=	0	0	1	3	30	34

8. Do you feel the objective is currently being achieved by your child?

	Not Achieved 1	2	3	4	Achieved 5	Tn
percent	0	0	14.7	17.6	67.6	
n=	0	0	5	6	23	34

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

Music (singing, dancing)

9. Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	5.8	26.4	67.6	
n=	0	0	2	9	23	34

10. Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	0	0	18.1	27.2	54.5	
n=	0	0	6	9	18	33

Art (including embroidery, Easter egg decorating)

11. Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	11.7	35.2	52.9	
n=	0	0	4	12	18	34

12. Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	3.1	0	31.2	34.3	31.2	
n=	1	0	10	11	10	32

Religion (traditions, celebrations at Christmas and Easter)

13. Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	0	8.8	91.1	
n=	0	0	0	3	31	34

14. Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	0	0	0	28.1	71.8	
n=	0	0	0	9	23	32

Social Studies (study of early Ukrainian settlers in Canada)

15. Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	3.1	0	12.5	31.2	53.1	
n=	1	0	4	10	17	32

16. Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	9.6	9.6	29.0	45.1	6.4	
n=	3	3	9	14	2	31

Social Studies (references to Ukraine as the country of origin of Ukrainian people) eg., customs, traditions, language.

17. Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	8.8	26.4	64.7	
n=	0	0	3	9	22	34

18. Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	3.2	6.4	32.2	45.1	12.9	
n=	1	2	10	14	4	31

Literature (poems, verses, eg., Taras Shevchenko)

19. Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	2.9	8.8	35.2	52.9	
n=	0	1	3	12	18	34

20. Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	3.1	3.1	25.0	50.0	18.7	
n=	1	1	8	16	6	32

21. Other areas of cultural appreciation (please specify)

____

Objective 5

The pupils and their parents will have positive feelings about the participation of the pupils in the program.

22. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	0	11.7	88.2	
n=	0	0	0	4	30	34

23. How do you, as a parent(s) feel about your child's participation in the Bilingual Program?

Very Unhappy — Very Happy

	1	2	3	4	5	Tn
percent	0	0	3.0	9.0	87.8	
n=	0	0	1	3	29	33

24. How does your child feel about his/her participation in the Bilingual Program?

Very Unhappy — Very Happy

	1	2	3	4	5	Tn
percent	2.9	0	2.9	29.4	64.7	
n=	1	0	1	10	22	34

Objective 6

The pupils will be able to understand and respond to sounds, words, and phrases in Ukrainian within the limits of their experiences.

25. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	5.8	8.8	85.2	
n=	0	0	2	3	29	34

26. Do you feel the objective is currently being achieved by your child?

Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	0	3.0	6.0	39.3	51.5	
n=	0	1	2	13	17	33

Objective 7

The pupils will be able to express themselves clearly in Ukrainian, within the limits of their experiences. (emotions, feelings, needs, wishes, questions and comments).

27. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	3.0	9.0	87.8	
n=	0	0	1	3	29	33

28. Do you feel the objective is currently being achieved by your child?

Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	0	0	24.2	39.3	36.3	
n=	0	0	8	13	12	33

Objective 8

Pupils will be able to understand the main theme of a story, appropriate to their level of interest, read aloud in Ukrainian.

29. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	2.9	14.7	82.3	
n=	0	0	1	5	28	34

30. Do you feel the objective is currrently being achieved by your child?

Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	3.0	0	9.0	45.4	42.4	
n=	1	0	3	15	14	33

31. Of the school work (eg., art work, projects, etc.) which your child brings home, are there

1. too many Ukrainian materials?
2. an appropriate number of Ukrainian materials?
3. too few Ukrainian materials?

	1	2	3	Tn
percent	2.9	91.1	5.8	
n=	1	31	2	34

32. Special activities (eg., field trips, community visitors, etc.) were arranged so that children could be exposed to Ukrainian culture. Do you feel there was an appropriate number of these special activities?

1. too few
2. too many
3. the right amount
4. not aware of such activity

	1	2	3	4	Tn
percent	23.5	0	76.4	0	
n=	8	0	26	0	34

33. What are your feelings concerning the field trips and special activities which have been offered to the pupils of the Bilingual Program?

	Low Satisfaction				High Satisfaction	
	1	2	3	4	5	Tn
percent	3.0	0	12.1	33.3	51.5	
n=	1	0	4	11	17	33

34. Are you satisfied with the way you are involved in the school program? (eg., Would you like to be more involved? Would you like a different kind of responsibility than you presently have?)

1. yes
2. no

	1	2	Tn
percent	78.7	21.2	
n=	26	7	33

35. Do you feel the school facilities (eg., classroom, equipment, library) available to the pupils in the Bilingual Program are

1. more than adequate?
2. adequate?
3. somewhat inadequate?
4. do not know?

	1	2	3	4	Tn
percent	5.8	58.8	20.5	14.7	
n=	2	20	7	5	34

36. What methods have been used to report your child's progress in the Bilingual Porgram? (Check one or more)

1. parent-teacher interviews
2. report cards
3. monthly progress reports
4. informal meetings with teachers
5. other (please specify)

	1	2	3	4	5	Tn
percent	36.8	42.1	0	18.4	2.6	
n=	28	32	0	14	2	76

37. What methods of reporting of your child's progress in the Bilingual Program do (would) you prefer? (Check one or more)

1. parent-teacher interviews
2. report cards
3. monthly progress reports
4. informal meetings with teachers
5. other (please specify)

	1	2	3	4	5	Tn
percent	35.8	37.0	7.4	16.0	3.7	
n=	29	30	6	13	3	81

38. Has the amount of information you have received from the school concerning the progress of your child in the Ukrainian language been

1. adequate?
2. somewhat inadequate?
3. very inadequate?

	1	2	3	Tn
percent	88.2	8.8	2.9	
n=	30	3	1	34

39. Would you like to see the Bilingual Program

1. continue as it is?
2. continue with minor modifications? (please specify)
3. continue with major modifications? (please specify)
4. discontinued? (please specify)

	1	2	3	4	Tn
percent	79.4	17.6	2.9	0	
n=	27	6	1	0	34

40. Please make any additional comments you wish regarding the Bilingual Program?

____

____

____

____

41. Do you have any Ukrainian language materials such as story books, games, pictures of Ukrainian cultural activities, etc., that you think would be useful to teachers in the program?

1. yes
2. no

	1	2	Tn
percent	19.3	80.6	
n=	6	25	31

42. How does your child feel about his/her introduction to reading in Ukrainian?

Very Dissatisfied — Very Satisfied

	1	2	3	4	5	Tn
percent	2.9	0	2.9	41.1	52.9	
n=	1	0	1	14	18	34

43. How does your child feel about his/her introduction to writing in Ukrainian?

Very Dissatisfied — Very Satisfied

	1	2	3	4	5	Tn
percent	0	5.8	2.9	35.2	55.8	
n=	0	2	1	12	19	34

44. Due to misnumbering, question 44 did not appear on the questionnaire.

45. How enthusiastic was your child to the reader TYT I TAM?

Not at all enthusiastic — Very enthusiastic

	1	2	3	4	5	Tn
percent	0	3.2	3.2	41.9	51.6	
n=	0	1	1	13	16	31

FAMILY BACKGROUND

46. What is the ancestral or ethnic origin of the child's father?
(eg., Ukrainian, German-Irish)

____

47. What is the ancestral or ethnic origin of the child's mother?

____

48. What is the religion of the child's father?

1. Protestant
2. Roman Catholic
3. Ukrainian Catholic
4. Ukrainian Othodox
5. none of the above

	1	2	3	4	5	Tn
percent	3.0	6.0	81.8	6.0	3.0	
n=	1	2	27	2	1	33

49. What is the religion of the child's mother?

1. Protestant
2. Roman Catholic
3. Ukrainian Catholic
4. Ukrainian Orthodox
5. none of the above

	1	2	3	4	5	Tn
percent	6.0	12.1	75.7	6.0	0	
n=	2	4	25	2	0	33

50. Assuming that it were possible, do you feel that the Bilingual classes should

1. be consolidated into one or two schools in the system designated as a Ukrainian-English Bilingual School(s).
2. continue to be given in several schools in the system (as it is now)
3. other (please specify)

	1	2	3	Tn
percent	18.7	81.2	0	
n=	6	26	0	32

PARENTS' BULLETIN (TREMBITA)

During the past year several bulletins were sent to parents of children in the Ukrainian-English Bilingual Program that have contained information about the Parent Advisory Committee, school activities, registration and Education Week.

51. Did you receive copies of the "Trembita"?

1. yes
2. no
3. I don't know

	1	2	3	Tn
percent	79.4	14.7	5.8	
n=	27	5	2	34

52. Do you feel the "Trembita" provides useful information?

Not at all Useful — Very Useful

	1	2	3	4	5	Tn
percent	0	3.5	10.7	50.0	35.7	
n=	0	1	3	14	10	28

53. Do you want the emphasis on these bulletins to be on

1. information about Ukrainian culture
2. details on what's happening in the Ukrainian-English Bilingual Program.
3. both of the above equally
4. other (please specify)

	1	2	3	4	Tn
percent	13.8	38.8	44.4	2.7	
n=	5	14	16	1	36

54. Do you want the bulletin continued next year?

1. yes
2. no
3. I have no feelings one way or another

	1	2	3	Tn
percent	86.6	0	13.3	
n=	26	0	4	30

CONVERSATIONAL UKRAINIAN CLASSES FOR PARENTS

During the past year the Continuing Education Branch of the Edmonton Catholic School System offered courses in conversational Ukrainian for adults.

55. Are you interested in taking a course in the Ukrainian language?

1. yes
2. no

	1	2	Tn
percent	46.6	53.3	
n=	14	16	30

56. Do you feel the emphasis of the course should be on

1. Ukrainian conversational skills
2. reading and writing in Ukrainian
3. Ukrainian culture
4. all of the above equally
5. other (please specify)

	1	2	3	4	5	Tn
percent	28.9	21.0	5.2	39.4	5.2	
n=	11	8	2	15	2	38

APPENDIX B

BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM EVALUATION

PARENT QUESTIONNAIRE

GRADE ONE

OBJECTIVES OF THE BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM

The purpose of this section is to evaluate the objectives of the Bilingual (Ukrainian-English) Program.

Objective 1

The pupils will follow the English-language curriculum in language arts, mathematics and science, and will achieve at or above an average level in each of these areas.

1. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	2.8	28.5	68.5	
n=	0	0	1	10	24	35

2. Do you feel the objective is currently being achieved by your child?

Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	0	0	5.7	25.7	68.5	
n=	0	0	2	9	24	35

Objective 2

The pupils will learn oral Ukrainian in Grade I through the presentation of language arts, social studies, music, art, physical education and health in the Ukrainian language.

3. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	5.7	25.7	68.5	
n=	0	0	2	9	24	35

4. Do you feel the objective is currently being achieved by your child?

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	0	17.1	37.1	45.7	
n=	0	0	6	13	16	35

Objective 3

Pupils will develop a greater appreciation of Ukrainian culture.

5. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	5.7	20.0	74.2	
n=	0	0	2	7	26	35

6. To what extent do you feel your child's appreciation of Ukrainian culture changed as a result of being in the Bilingual Program?

	Negative Change		No Change		Positive Change	
	1	2	3	4	5	Tn
percent	0	0	2.8	34.2	62.8	
n=	0	0	1	12	21	34

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

Music (singing, dancing)

7.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	2.8	0	20.0	77.1	
n=	0	1	0	7	27	35

8.

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	2.8	2.8	11.4	31.4	51.4	
n=	1	1	4	11	18	35

Art (including embroidery, Easter egg decorating)

9.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	5.7	22.8	71.4	
n=	0	0	2	8	25	35

10.

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	2.9	14.7	32.3	50.0	
n=	0	1	5	11	17	34

Religion (traditions, celebrations at Christmas and Easter)

11.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	2.8	8.5	88.5	
n=	0	0	1	3	31	35

12.

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	0	11.4	8.5	80.0	
n=	0	0	4	3	28	35

Social Studies (study of early Ukrainian settlers in Canada)

13.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	2.9	0	20.5	26.4	50.0	
n=	1	0	7	9	17	34

14.

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	6.8	10.3	27.5	34.4	20.6	
n=	2	3	8	10	6	29

Social Studies (references to Ukraine as the country of the origin of Ukrainian people. eg., customs, traditions, language)

15.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	2.8	14.2	31.4	51.4	
n=	0	1	5	11	18	35

16.

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	3.1	9.3	21.8	43.7	21.8	
n=	1	3	7	14	7	32

Literature (poems, verses, eg., Taras Shevchenko)

17.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	23.5	23.5	52.9	
n=	0	0	8	8	18	34

18.

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	6.0	33.3	27.2	33.3	
n=	0	2	11	9	11	33

19. Other areas of cultural appreciation (please specify).

____

Objective 4

The pupils and their parents will have positive feelings about the participation of the pupils in the program.

20. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	17.6	82.3	
n=	0	0	0	6	28	34

21. How do you, as a parent(s), feel about your child's participation in the Bilingual Program?

Very Unhappy — Very Happy

	1	2	3	4	5	Tn
percent	0	0	5.7	11.4	82.8	
n=	0	0	2	4	29	35

22. How does your child feel about his/her participation in the Bilingual Program?

Very Unhappy — Very Happy

	1	2	3	4	5	Tn
percent	0	0	11.4	22.8	65.7	
n=	0	0	4	8	23	35

23. Comments or questions related to Objective 4:

____

____

____

Objective 5

The pupils will be able to understand and respond to sounds, words and phrases in Ukrainian within the limits of their experiences.

24. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	2.8	8.5	88.5	
n=	0	0	1	3	31	35

25. To what extent do you feel the objective is currently being achieved by your child?

Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	0	2.8	22.8	25.7	48.5	
n=	0	1	8	9	17	35

Objective 6

The pupils will be able to express themselves clearly in Ukrainian, within the limits of their experiences. (emotions, feelings, needs, wishes, questions and comments).

26. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate 1	2	3	Appropriate 4	5	Tn
percent	0	0	0	17.1	82.8	
n=	0	0	0	6	29	35

27. Do you feel the objective is currently being achieved by your child?

	Not Achieved 1	2	3	Achieved 4	5	Tn
percent	0	14.2	17.1	34.2	34.2	
n=	0	5	6	12	12	35

Objective 7

Pupils will be able to understand the main theme of a story, appropriate to their level of interest, read aloud in Ukrainian.

28. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate 1	2	3	Appropriate 4	5	Tn
percent	0	0	8.5	8.5	82.8	
n=	0	0	3	3	29	35

29. Do you feel the objective is currently being achieved by your child?

	Not Achieved 1	2	3	Achieved 4	5	Tn
percent	6.0	15.1	18.1	39.3	21.2	
n=	2	5	6	13	7	33

OPERATION OF THE BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM

30. In the Grade I Bilingual Program approximately 50% of instructional time is now in Ukrainian and 50% of the time is in English.

Do you wish

1. things to continue as they are
2. more instruction to be in Ukrainian
3. less instructional time to be in Ukrainian

	1	2	3	Tn
percent	85.7	8.5	5.7	
n=	30	3	2	35

31. Of the school work (eg. art work, projects, etc.) which your child brings home, are there

1. too many Ukrainian materials?
2. an appropriate number of Ukrainian material?
3. too few Ukrainian materials?

	1	2	3	Tn
percent	0	80.0	20.0	
n=	0	28	7	35

32. Special activities (eg., field trips, community visitors, etc.) were arranged so that children could be exposed to Ukrainian culture. Do you feel there was an appropriate number of these special activities?

1. too few
2. too many
3. the right amount
4. not aware of such activities

	1	2	3	4	Tn
percent	20.0	0	80.0	0	
n=	7	0	28	0	35

33. What are your feelings concerning the field trips and special activities which have been offered to the pupils of the Bilingual (Ukrainian-English) Program?

Low Satisfaction High Satisfaction

	1	2	3	4	5	Tn
percent	0	2.9	5.8	38.2	52.9	
n=	0	1	2	13	18	34

34. Are you satisfied with the way you are involved in the school program? (eg., Would you like to be more involved? Would you like a different kind of responsibility than you presently have?)

1. yes
2. no

	1	2	Tn
percent	87.8	12.1	
n=	29	4	33

35. Do you feel the school facilities (eg., classroom, equipment, library) available to the pupils in the Bilingual Program are

1. more than adequate?
2. adequate?
3. somewhat inadequate?
4. very inadequate?
5. do not know?

	1	2	3	4	5	Tn
percent	5.8	61.7	8.8	0	23.5	
n=	2	21	3	0	8	34

36. What methods have been used to report your child's progress in the Bilingual Program? (Check one or more)

1. parent-teacher interviews
2. report cards
3. monthly progress reports
4. informal meetings with teachers
5. other (please specify)

	1	2	3	4	5 5	Tn
percent	40.7	39.4	1.3	17.1	1.3	
n=	31	30	1	13	1	76

37. What methods of reporting of your child's progress in the Bilingual Program do (would) you prefer? (Check one or more)

1. parent-teacher interviews
2. report cards
3. monthly progress reports
4. informal meetings with teachers
5. other (please specify)

	1	2	3	4	5	Tn
percent	36.7	31.6	12.6	17.7	1.2	
n=	29	25	10	14	1	79

38. Has the amount of information you have received from the school concerning the progress of your child in the Ukrainian language been

1. adequate?
2. somewhat inadequate?
3. very inadequate?

	1	2	3	Tn
percent	65.7	25.7	8.5	
n=	23	9	3	35

39. Would you like to see the Bilingual Program

1. continue as it is?
2. continue with minor modifications? (please specify)
3. continue with major modifications? (please specify)
4. discontinued?

	1	2	3	4	Tn
percent	88.5	8.5	2.8	0	
n=	31	3	1	0	35

40. Please make any additional comments you wish regarding the Bilingual Program?

____

____

____

____

41. Do you have any Ukrainian language materials such as story books, games, pictures of Ukrainian cultural activities, etc., that you think would be useful to teachers in the program?

1. yes
2. no

	1	2	Tn
percent	8.8	91.1	
n=	3	31	34

FAMILY BACKGROUND

42. What is the ancestral or ethnic origin of the child's father? (eg., Ukrainian, German-Irish)

____

43. What is the ancestral or ethnic origin of the child's mother?

____

44. What is the religion of the child's father?

1. Protestant
2. Roman Catholic
3. Ukrainian Catholic
4. Ukrainian Orthodox
5. none of the above

	1	2	3	4	5	Tn
percent	2.9	20.5	70.5	5.8	0	
n=	1	7	24	2	0	34

45. What is the religion of the child's mother?

1. Protestant
2. Roman Catholic
3. Ukrainian Catholic
4. Ukrainian Orthodox
5. none of the above

	1	2	3	4	5	Tn
percent	8.8	29.4	55.8	5.8	0	
n=	3	10	19	2	0	34

46. Assuming that it were possible, do you feel that the Bilingual classes should

1. be consolidated into one or two schools in the system designated as a Ukrainian-English Bilingual School(s).
2. continue to be given in several schools in the system (as it is now).
3. other (please specify)

	1	2	3	Tn
percent	6.2	90.6	3.1	
n=	2	29	1	32

PARENTS' BULLETIN (TREMBITA)

During the past year several bulletins were sent to parents of children in the Ukrainian-English Bilingual Program that have contained information about the Parent Advisory Committee, school activities, registration and Education Week.

47. Did you receive copies of the "Trembita"?

1. yes
2. no
3. I don't know

	1	2	3	Tn
percent	73.5	17.6	8.8	
n=	25	6	3	34

48. Do you feel the "Trembita" provides useful information?

Not at all useful — Very Useful

	1	2	3	4	5	Tn
percent	0	0	15.3	61.5	23.0	
n=	0	0	4	16	6	26

49. Do you want the emphasis on these bulletins to be on

1. information about Ukrainian culture
2. details on what's happening in the Ukrainian-English Bilingual Program
3. both of the above equally
4. other (please specify)

	1	2	3	4	Tn
percent	2.9	32.3	64.7	0	
n=	1	11	22	0	34

50. Do you want the bulletin continued next year?

1. yes
2. no
3. I have no feelings one way or another

	1	2	3	Tn
percent	84.3	0	15.6	
n=	27	0	5	32

CONVERSATIONAL UKRAINIAN CLASSES FOR PARENTS

During the past year the Continuing Education Branch of the Edmonton Catholic School System offered courses in conversational Ukrainian for adults.

51. Are you interested in taking a course in the Ukrainian language?

1. yes
2. no

	1	2	Tn
percent	47.0	52.9	
n=	16	18	34

52. Do you feel the emphasis of the course should be on

1. Ukrainian conversational skills
2. reading and writing in Ukrainian
3. Ukrainian culture
4. all of the above equally
5. other (please specify)

	1	2	3	4	5	Tn
percent	29.4	20.5	2.9	47.0	0	
n=	10	7	1	16	0	34

APPENDIX C

BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM EVALUATION

TEACHER QUESTIONNAIRE

OBJECTIVES OF THE BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM

The purpose of this section is to evaluate the objectives of the Bilingual (Ukrainian-English) Program.

Objective 1

The pupils will follow the English-language curriculum in language arts, mathematics and science and will achieve at or above an average level in each of these areas.

1. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	16.6	0	16.6	66.6	
n=	0	1	0	1	4	6

2. Do you feel the objective is currently being achieved by your class?

	Not Achieved			Achieved		
	1	2	3	4	5	Tn
percent	0	0	0	16.6	83.3	
n=	0	0	0	1	5	6

Objective 2

The pupils will learn oral Ukrainian in Grade I through the presentation of language arts, social studies, music, art, physical education and health in the Ukrainian language.

3. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	0	16.6	83.3	
n=	0	0	0	1	5	6

4. Do you feel the objective is currently being achieved by your class?

	Not Achieved			Achieved		
	1	2	3	4	5	Tn
percent	0	0	0	20.0	80.0	
n=	0	0	0	1	4	5

Objective 3

Pupils will develop a greater appreciation of Ukrainian culture.

5. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	0	16.6	83.3	
n=	0	0	0	1	5	6

6. To what extent do you feel your class' appreciation of Ukrainian culture changed as a result of being in the Bilingual Program?

	Negative Change		No Change		Positive Change	
	1	2	3	4	5	Tn
percent	0	0	0	16.6	83.3	
n=	0	0	0	1	5	6

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

Music (singing, dancing)

7.

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	0	16.6	83.3	
n=	0	0	0	1	5	6

8.

	Not Achieved			Achieved		
	1	2	3	4	5	Tn
percent	0	0	0	50.0	50.0	
n=	0	0	0	3	3	6

Art (including embroidery, Easter egg decorating)

9.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	66.6	33.3	
n=	0	0	0	4	2	6

10.

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	0	16.6	50.0	33.3	
n=	0	0	1	3	2	6

Religion (traditions, celebrations at Christmas and Easter)

11.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	2	4	6

12.

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	2	4	6

Social Studies (study of early Ukrainian settlers in Canada)

13.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	40.0	20.0	0	40.0	0	
n=	2	1	0	2	0	5

14.

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	40.0	20.0	40.0	0	0	
n=	2	1	2	0	0	5

Social Studies (references to Ukraine as the country of the origin of Ukrainian people. eg., customs, traditions, language)

15.

Inappropriate | Appropriate

	1	2	3	4	5	Tn
percent	0	33.3	16.6	0	50.0	
n=	0	2	1	0	3	6

16.

Not Achieved | Achieved

	1	2	3	4	5	Tn
percent	0	33.3	16.6	0	50.0	
n=	0	2	1	0	3	6

Literature (poems, verses, eg., Taras Shevchenko)

17.

Inappropriate | Appropriate

	1	2	3	4	5	Tn
percent	0	16.6	0	66.6	16.6	
n=	0	1	0	4	1	6

18.

Not Achieved | Achieved

	1	2	3	4	5	Tn
percent	0	16.6	16.6	50.0	16.6	
n=	0	1	1	3	1	6

19. Other areas of cultural appreciation (please specify).

____

Objective 4

The pupils and their parents will have positive feelings about the participation of the pupils in the program.

20. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate | Appropriate

	1	2	3	4	5	Tn
percent	0	0	0	16.6	83.3	
n=	0	0	0	1	5	6

21. How do the pupils in your class feel about their participation in the Bilingual Program?

Very Unhappy — Very Happy

	1	2	3	4	5	Tn
percent	0	0	0	16.6	83.3	
n=	0	0	0	1	5	6

22. How do the parents of the pupils in your class feel about their childrens' participation in the Bilingual Program?

Very Unhappy — Very Happy

	1	2	3	4	5	Tn
percent	0	0	0	16.6	83.3	
n=	0	0	0	1	5	6

Objective 5

The pupils will be able to understand and respond to sounds, words and phrases in Ukrainian within the limits of their experiences.

23. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	0	16.6	83.3	
n=	0	0	0	1	5	6

24. To what extent do you feel the objective is currently being achieved by your class?

Not Achieved — Achieved

	1	2	3	4	5	Tn
percent	0	0	16.6	0	83.3	
n=	0	0	1	0	5	6

Objective 6

The pupils will be able to express themselves clearly in Ukrainian, within the limits of their experiences. (emotions, feelings, needs, wishes, questions and comments).

25. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	16.6	0	83.3	
n=	0	0	1	0	5	6

26. Do you feel the objective is currently being achieved by your class?

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	16.6	0	0	83.3	
n=	0	1	0	0	5	6

Objective 7

Pupils will be able to understand the main theme of a story, appropriate to their level of interest, read aloud in Ukrainian.

27. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	16.6	16.6	66.6	
n=	0	0	1	1	4	6

28. Do you feel the objective is currently being achieved by your class?

	Not Achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	0	33.3	0	66.6	
n=	0	0	2	0	4	6

Objective 8

The pupils will learn oral Ukrainian in Grade II through the presentation of language arts, social studies, music, art, physical education and health in the Ukrainian language.

29. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	2	4	6

30. Do you feel the objective is currently being achieved by your class?

	Not Achieved			Achieved		
	1	2	3	4	5	Tn
percent	0	0	0	0	100.0	
n=	0	0	0	0	5	5

Objective 9

The pupils' listening and speaking skills in Ukrainian will be further developed in Grade II along with the introduction of reading and writing skills.

31. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	0	0	100.0	
n=	0	0	0	0	5	5

32. Do you feel the objective is currently being achieved by your class?

	Not Achieved			Achieved		
	1	2	3	4	5	Tn
percent	0	0	0	0	100.0	
n=	0	0	0	0	5	5

33. In the following space please make suggestions for changes, deletions or additions to any of the aforementioned objectives:

____

____

____

OPERATION OF THE BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM

Admission Criteria are important to the selection of pupils for Grade I of the Bilingual Program. To what extent do you feel the following admission criteria are appropriate?

Criterion 1

Results on the Lee-Clark Reading Readiness Test

34. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	40.0	0	20.0	40.0	0	
n=	2	0	1	2	0	5

Criterion 2

Results on the Ukrainian Language Skills Pre-Test

35. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	66.6	0	0	16.6	16.6	
n=	4	0	0	1	1	6

Criterion 3

Attendance in Ukrainian Bilingual ECS class (kindergarten)

36. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	33.3	16.6	0	16.6	33.3	
n=	2	1	0	1	2	6

Criterion 4

Absence of learning disability.

37. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	33.3	16.6	50.0	
n=	0	0	2	1	3	6

Criterion 5

Absence of emotional problems.

38. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	33.3	16.6	0	33.3	16.6	
n=	2	1	0	2	1	6

Criterion 6

Absence of speech or hearing disability.

39. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	33.3	0	0	16.6	50.0	
n=	2	0	0	1	3	6

Criterion 7

Use of the Ukrainian language in the home.

40. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	50.0	16.6	33.3	0	0	
n=	3	1	2	0	0	6

41. Other important admission criteria (please specify):

42. When the Bilingual Program was implemented, it was intended that Ukrainian language arts (oral), social studies, music, art, health and physical education be taught in the Ukrainian language, and that reading, language arts, mathematics, and science be taught in the English language. To what extent did you follow this design at the beginning of this school year?

43. To what extent are you now (end of the school year) following the bilingual design as outlined above in question 42?

44. In your class do you give

1. more emphasis to Ukrainian culture than to the Ukrainian language?
2. more emphasis to Ukrainian language than to culture?
3. equal emphasis to both Ukrainian language and culture?

	1	2	3	Tn
percent	0	16.6	83.3	
n=	0	1	5	6

45. For which, if any, of the Ukrainian holidays,has your class had special activities?

46. If field trips have been conducted in connection with the Ukrainian program, list the field studies taken during the entire year.

47. If persons from the community were invited to participate in the instructional program, list their names and the nature of the cultural activity they were involved with.

48. Are sufficient Ukrainian language materials available to you?

	Too Few				Too Many	
	1	2	3	4	5	Tn
percent	33.3	0	50.0	0	16.6	
n=	2	0	3	0	1	6

49. How useful are the Ukrainian materials which are available to you?

	Not at all Useful				Very Useful	
	1	2	3	4	5	Tn
percent	0	0	16.6	66.6	16.6	
n=	0	0	1	4	1	6

50. To what extent do you feel the school facilities (eg., classrooms, equipment, library) available to the pupils in the Bilingual Program are adequate?

Very Inadequate — Excellent

	1	2	3	4	5	Tn
percent	0	0	33.3	16.6	50.0	
n=	0	0	2	1	3	6

51. In your opinion, how extensive has the involvement of parents been in the activities of the Bilingual Program?

No Involvement — Extensive Involvement

	1	2	3	4	5	Tn
percent	0	0	0	50.0	50.0	
n=	0	0	0	3	3	6

52. To what extent do you feel parental involvement in the Bilingual Program is desirable at the grade level you teach?

Undesirable — Very Desirable

	1	2	3	4	5	Tn
percent	0	0	33.3	33.3	33.3	
n=	0	0	2	2	2	6

53. What methods have been used to report the progress of students in the Bilingual Program? (Check one or more)

1. parent-teacher interviews
2. report cards
3. monthly progress reports
4. informal meetings with parents
5. other (please specify)

	1	2	3	4	5	Tn
percent	33.3	33.3	0	33.3	0	
n=	6	6	0	6	0	18

54. What methods of reporting of student progress in the Bilingual Program do (would) you prefer? (Check one or more)

1. parent-teacher interviews
2. report cards
3. monthly progress reports
4. informal meetings with teachers
5. other (please specify)

	1	2	3	4	5	Tn
percent	33.3	22.2	11.1	33.3	0	
n=	6	4	2	6	0	18

55. In your class which do you feel received greater emphasis?

1. reading and writing skills in Ukrainian.
2. listening and speaking skills in Ukrainian.
3. neither. There was equal emphasis on written and conversational Ukrainian.

	1	2	3	Tn
percent	0	50.0	50.0	
n=	0	2	2	4

56. How enthusiastic were your students to the reader TYT I TAM?

Not at all Enthusiastic — Very Enthusiastic

	1	2	3	4	5	Tn
percent	0	0	0	25.0	75.0	
n=	0	0	0	1	3	4

57. To what extent did you find the reader helpful in developing your students' reading skills?

Not at all Helpful — Very Helpful

	1	2	3	4	5	Tn
percent	0	0	50.0	0	50.0	
n=	0	0	2	0	2	4

58. On the average, did your students find the reader

1. too easy?
2. too hard?
3. just right?

	1	2	3	Tn
percent	25.0	0	75.0	
n=	1	0	3	4

59. Any additional comments on the reader?

____

____

____

____

60. Did you teach your students

1. written Ukrainian script (cursive)?
2. printed Ukrainian script?
3. manuscript Ukrainian script?

	1	2	3	Tn
percent	100.0	0	0	
n=	3	0	0	3

61. During the year when did you introduce reading to your students?

____

____

____

62. Would you like to see the Bilingual Program

1. continued as it is?
2. continued with minor modifications (please specify)?
3. continued with major modifications (please specify)?
4. discontinued?

	1	2	3	4	Tn
percent	16.6	66.6	16.6	0	
n=	1	4	1	0	6

PROGRAM PERSONNEL

What training and experience did you have prior to accepting your present position with the Bilingual Program?

63. Post-secondary education

-major area of study(ies)____________________

____

-number of early childhood courses____________________

____

64. Years teaching experience

-kindergarten (years)____________________

-elementary (grades and years)____________________

-secondary (grades and years)____________________

-Parish(years)____________________

-other language (specify language and years)____________________

-other (please specify)____________________

65. Training in Ukrainian language

-secondary school (no. of courses)____________________

-University (no. of courses)____________________

-other (eg., mother tongue, language used in home)____________________

____

66. Did you teach the Bilingual (Ukrainian-English) Program last year?

1. yes
2. no

	1	2	Tn
percent	50.0	50.0	
n=	3	3	6

67. Did you attend the Bilingual (Ukrainian-English) inservices on the introduction of the Reading Program (Mrs. Turko)?

Grade I Evening April 14th Yes ______ No ______

Grade II Evening February 17th Yes ______ No ______

Evening April 14th Yes ______ No ______

68. If you attended any of the Bilingual inservices, to what extent did you find them helpful to you as a teacher in the program?

	1 Very Harmful	2	3	4	5 Very Helpful	Tn
percent	0	50.0	0	33.3	16.6	
n=	0	3	0	2	1	6

69. Please explain your response to question #68.

____

____

____

70. Are more Bilingual (Ukrainian-English) inservices needed?

1. Yes
2. No

	1	2	Tn
percent	100.0	0	
n=	6	0	6

71. What topics do you feel the inservices should cover?

____

____

____

72. Did you observe instruction in the classroom of any of the other Bilingual (Ukrainian-English) Program teachers this year?

1. Yes
2. No

	1	2	Tn
percent	16.6	83.3	
n=	1	5	6

73. If "yes" to what extent did you find it helpful?

Not at all Helpful — Very Helpful

	1	2	3	4	5	Tn
	Not at all Helpful				Very Helpful	
percent	0	0	0	0	100.0	
n=	0	0	0	0	1	1

BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM EVALUATION

PRINCIPAL QUESTIONNAIRE

OBJECTIVES OF THE BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM

The purpose of this section is to evaluate the objectives of the Bilingual (Ukrainian-English) Program.

Objective 1

The pupils will follow the English-language curriculum in language arts, mathematics and science, and will achieve at or above an average level in each of these areas.

1. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	66.6	33.3	0	
n=	0	0	2	1	0	3

Objective 2

The pupils will learn oral Ukrainian in Grade I through the presentation of language arts, social studies, music, art, physical education and health in the Ukrainian language.

2. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

Objective 3

Pupils will develop a greater appreciation of Ukrainian culture.

3. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	0	100.0	
n=	0	0	0	0	3	3

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

Music (singing, dancing)

4.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

Art (including embroidery, Easter egg decorating)

5.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

Religion (traditions, celebrations at Christmas and Easter)

6.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	33.3	0	66.6	
n=	0	0	1	0	2	3

Social Studies (study of early Ukrainian settlers in Canada)

7.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	100.0	0	
n=	0	0	0	3	0	3

Social Studies (references to Ukraine as the country of origin of the Ukrainian people. eg., customs, traditions, language)

8.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	33.3	66.6	0	
n=	0	0	1	2	0	3

Literature (poems, verses, eg., Taras Shevchenko)

9.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

10. Other areas of cultural appreciation (please specify):

____

____

Objective 4

The pupils and their parents will have positive feelings about the participation of the pupils in the program.

11. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

12. How do the pupils in your school feel about their participation in the Bilingual Program?

	Very Unhappy				Very Happy	
	1	2	3	4	5	Tn
percent	0	0	0	66.6	33.3	
n=	0	0	0	2	1	3

13. How do the parents of the pupils in your school feel about their children's participation in the Bilingual Program?

	Very Unhappy				Very Happy	
	1	2	3	4	5	Tn
percent	0	0	0	100.0	0	
n=	0	0	0	3	0	3

Objective 5

The pupils will be able to understand and respond to sounds, words, and phrases in Ukrainian within the limits of their experiences.

14. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

Objective 6

The pupils will be able to express themselves clearly in Ukrainian, within the limits of their experiences. (emotions, feelings, needs, wishes, questions and comments.)

15. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	66.6	33.3	
n=	0	0	0	2	1	3

Objective 7

Pupils will be able to understand the main theme of a story, appropriate to their level of interest, read aloud in Ukrainian.

16. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

Objective 8

The pupils will learn oral Ukrainian in Grade II through the presentation of language arts, social studies, music, art, physical education and health in the Ukrainian language.

17. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

Objective 9

The pupils' listening and speaking skills in Ukrainian will be further developed in Grade II along with the introduction of reading and writing skills.

18. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

19. In the following space please make suggestions for changes, deletions, or additions to any of the aforementioned objectives:

OPERATION OF THE BILINGUAL (UKRAINIAN-ENGLISH) PROGRAM

Admission Criteria are important to the selection of pupils for Grade I of the Bilingual Program. To what extent do you feel the following admission criteria are appropriate?

Criterion 1

Results on the Lee-Clark Reading Readiness Test

20. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	33.3	33.3	0	33.3	0	
n=	1	1	0	1	0	3

Criterion 2

Results on the Ukrainian Language Skills Pre-test

21. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	33.3	33.3	33.3	0	0	
n=	1	1	1	0	0	3

Criterion 3

Attendance in Ukrainian Bilingual ECS class (kindergarten)

22. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	33.3	0	66.6	0	0	
n=	1	0	2	0	0	3

Criterion 4

Absence of learning disabilities

23. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	33.3	0	0	0	66.6	
n=	1	0	0	0	2	3

Criterion 5

Absence of emotional problems.

24. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Ianppropriate				Appropriate	
	1	2	3	4	5	Tn
percent	33.3	0	33.3	33.3	0	
n=	1	0	1	1	0	3

Criterion 6

Absence of speech or hearing disability

25. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	33.3	0	33.3	33.3	0	
n=	1	0	1	1	0	3

Criterion 7

Use of the Ukrainian language in the home.

26. Do you feel this is an appropriate admission criteria for the Bilingual Program?

	Inappropriate			Appropriate		
	1	2	3	4	5	Tn
percent	33.3	33.3	33.3	0	0	
n=	1	1	1	0	0	3

27. Other important admission criteria (please specify):

28. What, if any, special facilities (layout of classroom, instructional aids) have been necessary because of the Bilingual Program in your school?

29. What, if any, special timetabling or scheduling arrangements have been necessary because of the Bilingual Program in your school?

____

____

____

30. How well do you feel the Bilingual classes have integrated into your school?

	Very Isolated				Very Well Integrated	
	1	2	3	4	5	Tn
percent	0	0	0	66.6	33.3	
n=	0	0	0	2	1	3

31. If you feel that the Bilingual classes are isolated in your school, how would you suggest making them more a part of the school?

____

____

____

32. What are the major problems that have been encountered in the operation of the Bilingual Program?

____

____

ATTITUDES AND PERCEPTIONS

33. In your opinion, what feelings do staff members not involved in the program have towards the program?

	Very Negative				Very Positive	
	1	2	3	4	5	Tn
percent	0	0	66.6	33.3	0	
n=	0	0	2	1	0	3

34. In your opinion, what feelings do non-program staff members have toward the program teacher(s)?

Very Negative   Very Positive

	1	2	3	4	5	Tn
percent	0	0	33.3	33.3	33.3	
n=	0	0	1	1	1	3

35. What feedback, if any, have you received from parents of pupils enrolled in Grade I of the Bilingual Program about the program?

Very Negative   Very Positive

	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

36. What feedback, if any, have you received from parents of the pupils enrolled in Grade II of the Bilingual Program about the program?

Very Negative   Very Positive

	1	2	3	4	5	Tn
percent	0	0	50.0	50.0	0	
n=	0	0	1	1	0	2

37. How would you rate the overall success of Grade I of the Bilingual Program?

Very Unsuccessful   Very Successful

	1	2	3	4	5	Tn
percent	0	0	0	66.6	33.3	
n=	0	0	0	2	1	3

38. Comments related to question #37:

39. How would you rate the overall success of Grade II of the Bilingual Program?

Very Unsuccessful — Very Successful

	1	2	3	4	5	Tn
percent	0	0	0	50.0	50.0	
n=	0	0	0	1	1	2

40. Comments related to question #39:

41. Would you like to see the Bilingual Program:

1. continued in your school as it is?
2. continued in your school with minor modifications? (please specify)
3. continued in your school with major modifications? (please specify)
4. discontinued?

	1	2	3	4	Tn
percent	66.6	33.3	0	0	
n=	2	1	0	0	3

42. To what extent do you feel the school facilities (eg., classrooms, equipment, library) available to the pupils in the Bilingual Program are adequate?

Very Inadequate — Very Adequate

	1	2	3	4	5	Tn
percent	0	0	0	100.0	0	
n=	0	0	0	3	0	3

43. In your opinion, how extensive has the involvement of the parents been in the activities of the Bilingual Program?

No Involvement — Extensive Involvement

	1	2	3	4	5	Tn
percent	0	0	0	66.6	33.3	
n=	0	0	0	2	1	3

44. To what extent do you feel parental involvement in the Bilingual Program is desirable at your school?

	Undesirable				Desirable	
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.6	
n=	0	0	0	1	2	3

APPENDIX E

Ukrainian Language Skills Test Grade Two

The following means were calculated on the basis of results from 105 students in the Edmonton Catholic and Public School Systems (Courtesy of Research and Evaluation Department of the Edmonton Public School Board).

Sub test	Total Possible Score	Pre-test Mean	Pre-test Standard Deviation	Post-test Mean	Post-test Standard Deviation
1. Listening comprehension	10	8.7	2.02	9.4	1.04
2. Story comprehension	5	2.9	1.33	4.2	1.03
3. Selecting action pictures	5	3.4	1.65	4.5	0.84
4. Listening comprehension	10	6.4	3.24	8.8	1.66
5. Story comprehension	10	5.9	3.02	7.8	1.54
6. Naming	20	4.9	4.33	11.9	4.95
7. Responding to pictures	10	3.9	3.27	7.8	2.31
8. Oral conversation	5	2.6	2.11	4.1	1.27
9. Oral reading	20	1.8	4.49	17.9	4.37
10. Writing	20	0.8	2.61	14.2	5.00
11. Silent reading	10	0.0	0.49	6.6	2.67

APPENDIX E

Ukrainian Language Skills Test Grade One

The following means were calculated on the basis of results from 111 grade one students in the Edmonton Catholic and Public School Systems (courtesy of Research and Evaluation Department of the Edmonton Public School Board).

Sub test	Total Possible Score	Pre-test Mean	Pre-test Standard Deviation	Post-test Mean	Post-test Standard Deviation
1. Listening comprehension	20	13.5	5.03	18.5	2.22
2. Listening comprehension	10	6.6	2.84	8.4	1.66
3. Story comprehension	10	2.9	2.67	7.1	2.34
4. Naming; comparisons	10	4.0	4.01	8.1	2.01
5. Naming of nouns	14	4.0	4.32	9.3	3.54
6. Identifying actions	6	1.3	1.74	3.2	1.90
7. Responding to pictures	10	2.9	3.20	6.6	2.30
8. Following instructions	10	4.2	4.12	8.5	1.16

APPENDIX F

Pearson's Means and Correlation Tables for Experimental and Control Groups

Mean Table For Stream 1 Grade Two

	1 SEX	2 SES	3 PMA	4 Gates Vocabulary	5 Gates Comprehension	6 SRA	7 School System Spelling	8 Ukrainian Pre-test	9 Ukrainian Post-test
Experimental Group	.57	49.46	115.60	56.59	58.29	24.90	89.73	41.73	92.57
Control Group	.58	46.88	112.76	56.70	56.66	25.38	88.80	-	-

Mean Table For Stream 2 Grade One

	1 SEX	2 SES	3 PMA	4 Gates Vocabulary	5 Gates Comprehension	6 SRA	7 School System Spelling	8 Ukrainian Pre-test	9 Ukrainian Post-test
Experimental Group	.44	48.02	114.06	59.96	57.52	25.73	-	30.26	65.08
Control Group	.44	48.97	113.35	57.29	57.96	25.79	-	-	-

APPENDIX F

Correlation Table For Experimental Group (Stream 1 Grade Two)

	1 SEX	2 SES	3 PMA	4 Gates Vocabulary	5 Gates Comprehension	6 SRA	7 School System Spelling	8 Ukrainian Pre-test	9 Ukrainian Post-test
1	1.000	-0.132	-0.157	-0.144	-0.174	-0.001	-0.229	-0.045	0.047
2	-0.132	1.000	0.579	0.012	0.038	0.147	0.115	0.600	0.325
3	-0.157	0.579	1.000	0.021	0.030	0.067	0.092	0.557	0.096
4	-0.144	0.012	0.021	1.000	0.875	0.535	0.844	0.094	0.263
5	-0.174	0.038	-0.030	0.875	1.000	0.585	0.838	0.028	0.326
6	-0.001	0.147	0.067	0.535	0.584	1.000	0.554	0.133	0.285
7	-0.229	0.115	0.092	0.844	0.838	0.554	1.000	0.049	0.303
8	-0.045	0.600	0.557	0.094	0.028	0.133	0.049	1.000	0.328
9	0.047	0.325	0.096	0.263	0.326	0.285	0.303	0.328	1.000

Correlation Table For Control Group (Stream 1 Grade Two)

	1 SEX	2 SES	3 PMA	4 Gates Vocabulary	5 Gates Comprehension	6 SRA	7 School System Spelling
1	1.000	-0.008	0.257	0.024	0.027	0.051	-0.177
2	-0.008	1.000	-0.162	0.073	-0.123	-0.181	0.047
3	0.257	-0.162	1.000	0.381	0.345	0.256	0.124
4	0.024	0.073	0.381	1.000	0.742	0.403	0.660
5	0.027	0.123	0.345	0.742	1.000	0.395	0.560
6	0.051	0.181	0.256	0.403	0.395	1.000	0.351
7	-0.177	0.047	0.124	0.660	0.560	0.351	1.000

APPENDIX F

Correlation Table For Experimental Group (Stream 2 Grade One)

	1 SEX	2 PMA	3 Gates Vocabulary	4 Gates Comprehension	5 SRA Arithmetic	6 Pre-test	7 Post-test
1	1.000	-0.032	-0.177	-0.261	-0.224	-0.010	-0.094
2	-0.032	1.000	0.531	0.497	0.540	-0.278	-0.260
3	-0.177	0.531	1.000	0.764	0.695	0.087	-0.010
4	-0.261	0.497	0.764	1.000	0.800	0.080	-0.080
5	-0.224	0.540	0.695	0.800	1.000	0.094	-0.222
6	-0.010	-0.278	0.871	0.080	0.094	1.000	0.630
7	-0.094	-0.260	-0.010	-0.080	-0.222	0.630	1.000

Correlation Table For Control Group (Stream 2 Grade One)

	1 SEX	2 PMA	3 Gates Vocabulary	4 Gates Comprehension	5 SRA Arithmetic
1	1.000	-0.046	-0.188	-0.266	-0.009
2	-0.046	1.000	0.452	0.437	0.553
3	-0.188	0.452	1.000	0.956	0.330
4	-0.266	0.437	0.956	1.000	0.322
5	-0.009	0.553	0.330	0.322	1.000

To the examiner:
Have a copy of the Ukrainian Survey Test (Grade 1) to use for demonstration purposes during administration of the test.

Before beginning, pupils' desks should be cleared and each pupil should have two soft lead pencils or a black crayon.

Pupils should be seated in such a way as to make copying impossible.

Read the directions below clearly and distinctly. Note that instructions to the examiner are in regular type and that directions to be read aloud to the pupils are in *script*.

PART 1

Clusters One and Two: Listening With Comprehension

Begin by saying:

> *Today we are going to play a game in Ukrainian using this picture book. Do not open your book until I tell you what to do.*

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

> *Now open your book to the first page and fold the cover back like this so that you can see a big letter A near the top of the page.*

Demonstrate by using a copy of the test booklet. Make certain that the pupils are at page 1 of the booklet. Point to the first row in the test booklet.

Then say: (Sample A)

> *Look at the row of pictures next to the letter A. I am going to say the name of one of these pictures twice in Ukrainian. I want you to draw a circle around the picture I will name. Are you ready? Listen carefully.*
>
> КІ́Т ..... КІ́Т
>
> *Which picture do you have to circle?*

Pause for pupils to circle the picture.

> *That's right. You have to circle the picture of the cat here.*

Demonstrate by drawing a bold line around the picture, making certain that all pupils understand what has been done.

Then say: (Sample B)

> *Now find the letter B at the beginning of the next row, and look at the pictures in this row. I am going to tell you the name of one of these pictures in Ukrainian and I want you to draw a circle around the picture I name. Listen carefully.*
>
> ДЕ́РЕВО .... ДЕ́РЕВО
>
> *What picture do you circle?*

Pause for pupils to respond.

Yes, you circle the picture of the tree.

Demonstrate on your test booklet.

Then say:

Do not spend too much time drawing your circle. Remember that your circle goes around the picture.

Check to make certain that all pupils understand the marking procedure before going on.

Then say:

If you draw a circle around a picture and then want to change it, make a big cross on it. Then draw a circle around the right picture. Only one picture in each row should have a circle since there is only one right answer.

Demonstrate on blackboard.

Then say: (Sample C)

Now find the letter C at the beginning of the next row, and look at the pictures in this row. I am going to say the name of one of these pictures twice in Ukrainian. Listen carefully, and draw a circle around the picture that shows what I am saying. Are you ready?
Here it is:

СТІ́Л .... СТІ́Л

What picture do you circle?

Pause for pupils to respond.

That's right. You circle picture number 3 because it shows a table.

Check once again that all pupils understand the task and how they should mark their answers. Beyond this point, pupils should receive no help answering any question.

For each question, read the directions distinctly in a normal speaking voice.

Allow a maximum of fifteen seconds for pupils to complete each item.

Read the number for each question aloud, and make sure all pupils are working at the same number.

Then say:

Now turn over the page like this. You should see a number one near the top of the page.

PAGE 1

Demonstrate and check that all pupils are on the correct page.

Then say the following for each item, filling in the blanks from the list given be

> *Now look at the row of pictures next to the number one. Draw a circle around the picture that I say in Ukrainian.* (Read stimulus twice.)

Number (To be said out loud)	Stimulus
1. *One*	ХА́ТА
2. *Two*	А́ВТО
3. *Three*	ГОДИ́ННИК
4. *Four*	ПРА́ПОР
5. *Five*	ЧЕРЕВИ́КИ
6. *Six*	ЯЛИ́НКА
7. *Seven*	АВТО́БУС
8. *Eight*	КНИ́ЖКА
9. *Nine*	ОЛІВЕ́ЦЬ
10. *Ten*	НО́ЖИЦІ
11. *Eleven*	СО́НЦЕ
12. *Twelve*	ДОЩ ПА́ДАЄ (ПАДЕ́)
13. *Thirteen*	ДИТИ́НА
14. *Fourteen*	НІ́С
15. *Fifteen*	ДІВЧИ́НА
16. *Sixteen*	ВЧИ́ТЕЛЬКА
17. *Seventeen*	СВИ́НКА
18. *Eighteen*	ХЛО́ПЕЦЬ
19. *Nineteen*	СТА́ЙНЯ
20. *Twenty*	МО́РКВА
21. *Twenty-one*	ХЛО́ПЕЦЬ СКА́ЧЕ
22. *Twenty-two*	ПИ́САНКА
23. *Twenty-three*	ВІ́ДЬМА
24. *Twenty-four*	ТЕЛЕФО́Н
25. *Twenty-five*	СІ́М
26. *Twenty-six*	ШКО́ЛА
27. *Twenty-seven*	ЛОЖКА
28. *Twenty-eight*	ВІ́СІМ
29. *Twenty-nine*	ВИВІРКА
30. *Thirty*	ЯЗИ́К

PART 2

Cluster 3: Stories

Then say:

> *Now turn the page. You should see the letter D near the top of the page.*

PAGE 9 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample D)

> *Now I am going to read you a short story in Ukrainian. I want you to put down your pencils and listen very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it twice.*
>
> Я МА́Ю СЕСТРУ́.
> ЇЙ ВЖЕ́ П'ЯТЬ РО́КІВ.
> ВОНА БА́ВИТЬСЯ М'ЯЧЕ́М.
>
> *Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.* (Reread story.)

Then say: (Sample D)

> *Now pick up your pencils and look at the row of pictures next to the letter D. I am going to ask a question about the story I just told you. Find the picture that shows the answer, and draw a circle around it. Here is the first question. Listen carefully.*
>
> ХТО Є МО́Я СЕСТРА́?
>
> *Which picture do you have to circle?*

Pause for pupils to respond.

> *That's right. You have to circle the picture of a sister because she is a little girl.*

Demonstrate and check that all pupils understand the task.

Then say: (Sample E)

> *Now look at the row of pictures next to the letter E. I am going to ask you another question about the story. Find the picture that shows the answer, and draw a circle around it. Listen carefully.*
>
> ЧИМ ВОНА́ БА́ВИТЬСЯ?
>
> *Which picture do you have to circle?*

Pause for pupils to respond.

That's right. You have to circle the picture of a ball because sister is playing with a ball.

PAGE 10 Check that all pupils are on the correct page.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

БОГДА́Н Є В ШКО́ЛІ. ВІН СИДИ́ТЬ В ЛА́ВЦІ.
НА ЛА́ВЦІ Є КНИЖКА.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.

Item 31

Now pick up your pencils and look at the row of pictures next to the number 31. Circle the picture which shows the answer to the question:

ДЕ Є БОГДА́Н?

Pause for pupils to respond.

Item 32

Now look at the row of pictures next to the number 32. Circle the picture that shows the answer to the question:

ДЕ ВІН СИДИ́ТЬ?

Pause for pupils to respond.

Item 33

Now look at the row of pictures next to the number 33. Circle the picture that shows the answer to the question:

ЩО Є НА ЛА́ВЦІ?

Pause for pupils to respond.

PAGE 10 Check that all pupils are on the correct page.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

Я Є ХЛО́ПЕЦЬ. У МЕ́НЕ САНКИ́. ЯК ЗА́ВТРА СНІ́Г ВПАДЕ́,
Я ПІДУ́ САНКУВАТИСЯ З ДІТЬМИ́.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Item 34

Now pick up your pencils and look at the row of pictures next to the number 34. Circle the picture which shows the answer to the question:

ЩО ХЛО́ПЕЦЬ МА́Є?

Pause for pupils to respond.

Item 35

Now look at the row of pictures next to the number 35. Circle the picture that shows the answer to the question:

ЩО ХЛО́ПЕЦЬ ХО́ЧЕ РОБИТИ?

Pause for pupils to respond.

Item 36

Now look at the row of pictures next to the number 36. Circle the picture that shows the answer to the question:

З КИ́М ХЛО́ПЕЦЬ ХО́ЧЕ ІТИ́ САНКУВАТИСЯ?

Pause for pupils to respond.

PAGE 11 Check that all pupils are on the correct page.

Then say:

> *I am now going to read you another story. Put down your pencils and listen carefully.*
>
> В ЗИМІ Є РІЗДВО́. НА РІЗДВО́ У НА́С Є ЯЛИ́НКА.
> НА ВЕРШКУ́ ЯЛИ́НКИ ЗНАХО́ДИМО ЗВІЗДУ́.
> ПІД ЯЛИ́НКОЮ Є НА́ШІ ДАРУ́НКИ.
>
> *Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.* (Reread story.)

Item 37

> *Now pick up your pencils and look at the row of pictures next to the number 37. Circle the picture that shows the answer to the question:*
>
> КОЛИ́ Є РІЗДВО́?

Pause for pupils to respond.

Item 38

> *Now look at the row of pictures next to the number 38. Circle the picture which shows the answer to the question:*
>
> ЩО Є В ХАТІ?

Pause for pupils to respond.

Item 39

> *Now look at the row of pictures next to the number 39. Circle the picture which shows the answer to the question:*
>
> ЩО Є НА ВЕРШКУ́ ЯЛИ́НКИ?

Pause for pupils to respond.

Item 40

> *Now look at the row of pictures next to the number 40. Circle the picture which shows the answer to the question:*
>
> ЩО Є ПІД ЯЛИ́НКОЮ?

> *Now close your booklets and put your pencils down.*

BEGINNING OF INDIVIDUAL TESTING

The examiner has the pictures and answer sheet for this part of the test on the testing table.

Begin by saying:

> *Now we are going to play a naming game. I am going to show you a picture and I want you to tell me what it is in Ukrainian.*
>
> *I am going to do three of them with you to show you what to do.*

Sample F - show picture of banana

Then say:

> *Tell me, in Ukrainian, what do you see?*

Pause for pupil to respond.

> *That's right, it is a* БАНА́Н

Sample G - show picture of an ear

Then say:

> *Now tell me in Ukrainian, what do you see?*

Pause for child to respond.

> *That's right, it is a* ВУ́ХО, У́ХО

Sample H - show picture of window

Then say:

> *Now, tell me in Ukrainian, what do you see?*

Pause for pupil to respond.

> *That's right, it is a* ВІКНО́

For questions 41 to 64 the examiner will show the picture, wait for child to respond for 15 seconds and then proceed with the next picture. The examiner will mark A on the answer sheet for a correct response and mark B on the answer sheet for an incorrect response.

Cluster 4: Naming, Comparison with listening and selecting.

		Examiner will NOT read these words to the student
41.	СВИ́НКА	pig
42.	ВЧИ́ТЕЛЬКА	teacher
43.	ДИТИ́НА	baby
44.	А́ВТО	car
45.	ЯЛИ́НКА	Christmas tree
46.	ГОДИ́ННИК	clock
47.	ХА́ТА	house
48.	ВІ́СІМ	eight
49.	ХЛО́ПЕЦЬ	boy
50.	ДІ́ВЧИНА	girl

Cluster 5: Naming (Nouns)

51.	РУКА́	hand
52.	НО́ГИ	feet
53.	РУКАВИ́ЦІ	mittens
54.	ПЛА́Щ	coat
55.	М'ЯЧ	ball
56.	СВИСТО́К	whistle
57.	КРІ́СЛО	chair
58.	СВІЧКА	candle
59.	РИ́БА	fish
60.	ГОРО́Х	peas
61.	КУКУРУ́ДЗА	corn
62.	ПЕС ([illegible]ИК)	dog
63.	ПТА́ШКА	bird
64.	ЦЕ́РКВА	church

Then say:

> *Now, in these next pictures, I want you to tell me in Ukrainian what is happening.*
> *We will do two of them together.*

PAGE 16
~~Sample~~ I - show picture of boy sleeping

Then say:

> *Tell me in Ukrainian what this little boy is doing.*

Pause for child to respond (20 seconds).

> *That's right, the boy is* "СПИТЬ" (sleeping)

Sample J - show the picture of the travelling car

Then say:

> *Tell me in Ukrainian what is happening in the picture.*

Pause for child to respond (20 seconds).

> *That's right, the car is* "ЇДЕ" (moving)

For questions 65 - 70 the examiner will show the picture, wait 20 seconds for child to respond and then proceed with next picture. The examiner will mark A on the answer sheet for a correct response and mark B on the answer sheet for an incorrect response.

Cluster 6: Action Pictures

	Examiner will NOT read these words to the student
65. БІЖИ́ТЬ, БІ́ГАТИ	running
66. СКА́ЧЕ	skipping
67. ПЛИВА́Є	swimming
68. СПІВА́Є	singing
69. ПИ́ШЕ	writing
70. ПА́ДАЮТЬ (ПАДАЄ)	falling

Cluster 7: Responding to Pictures

The examiner organizes picture card #1 and answer sheet for this part of the test.

Begin by saying:

> *I am going to show you a big picture and I want you to tell me a story about it.*

Examiner shows picture of boy and girl at play.
Pause for student to respond. If student does not respond, the examiner then asks these questions in order to get some response.

1. КОГО́ ТИ БА́ЧИШ?
2. ЩО ДІ́ВЧИНА / ХЛО́ПЕЦЬ РО́БИТЬ?
3. ЩО Є НА ША́ФІ?
4. ЯКО́Ї КОЛЬОР КВІ́ТКА?
5. СКІЛЬКИ КРЕЙД НА ПІДЛО́ЗІ БІ́ЛЯ ХЛО́ПЦЯ?

If the student answers question 1 score A in question 71. If the student does not answer question 1 score B in question 71.

If the student answers question 2 score A in question 72. If the student does not answer question 2 score B in question 72.

If the student answers question 3 score A in question 73. If the student does not answer question 3 score B in question 73.

If the student answers question 4 score A in question 74. If the student does not answer question 4 score B in question 74.

If the student answers question 5 score A in question 75. If the student does not answer question 5 score B in question 75.

. The examiner organizes picture card #2 and answer sheet for this part of the test. Then say:

> *Now I am going to show you another picture and I want you to answer in Ukrainian the following questions about the picture.*

Examiner shows picture of Ukrainian Christmas Eve. After 30 seconds the examiner asks the following questions. A correct response is recorded as an A and an incorrect response is recorded as a B.

76. ЩО РОДИ́НА ТУТ РО́БИТЬ?

77. ХТО СИДИ́ТЬ НАВКО́ЛО СТОЛА́?

78. ЩО ЦЕ Є? (point to the centrepiece - КОЛАЧІ́)

79. ЩО Є В КУТІ́? (СНІП)

80. ЯКИ́Й КО́ЛЬОР Є МАМИНА СОРО́ЧКА? - (БІ́ЛА І ЧЕРВО́НА)

Cluster 8: Following Instructions

The following materials should be available on the tester's table:
ball, reader, pencil, 1 box of crayons (the red crayon is used in the test), a pair of scissors

The examiner asks the student to respond to the following instructions and directions. Allow the student 20 seconds to respond to task, then mark down how correct response was. The examiner should mark on the answer sheet A if the student completely understood the instruction (2 marks), B if the student partially understood the instruction (1 mark) and C if the student had no understanding of the instruction (0 marks).

The examiner says to the student:

		DO NOT READ
81.	ПРО́ШУ ВСТА́ТИ.	Please stand.
82.	ПОКАЖИ́ ЯК ЗАЙЧИК СКАЧЕ.	Show me how a rabbit hops.
83.	ПОКЛАДИ́ М'ЯЧ НА ПІДЛО́ГУ.	Put the ball on the floor.
84.	ДІСТА́НЬ ЧИТА́НКУ.	Get the reader.
85.	ДАЙ МЕНІ́ ОЛІВЕ́ЦЬ.	Give me the pencil.
86.	ВІЗЬМИ́ ЧЕРВОНУ КРЕЙДУ.	Pick up the red crayon.
87.	ПОКАЖИ́ МЕНІ́ ЧОТИ́РИ ПА́ЛЬЦІ.	Show me four fingers.
88.	ДИВИ́СЬ НА СТЕ́ЛЮ.	Look at the ceiling.
89.	ПРО́ШУ ПОДА́ТИ НОЖИЦІ.	Please pass me the scissors.
90.	ВІДЧИНИ́ ДВЕ́РІ.	Open the door.

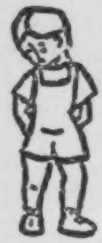
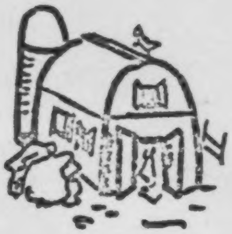
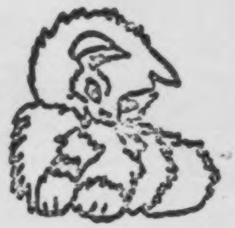
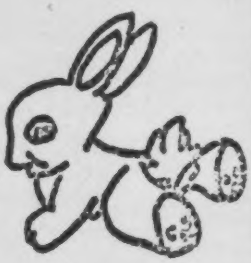
UKRAINIAN GRADE ONE SURVEY TEST
PART ONE

Name ______________________________

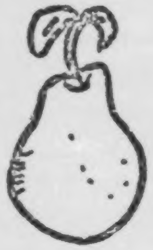
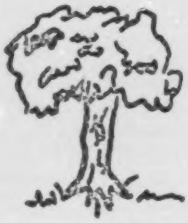
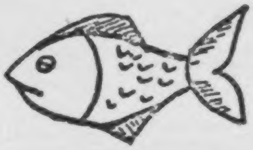
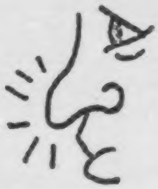
School ____________________ Room ______

SAMPLES

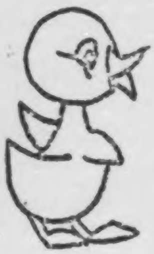
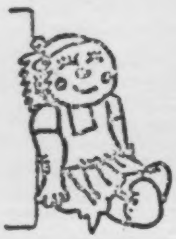
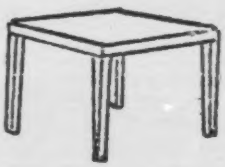
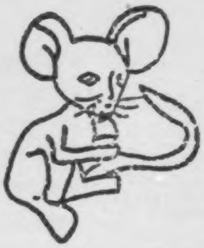
A

B

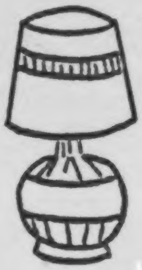
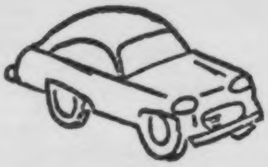
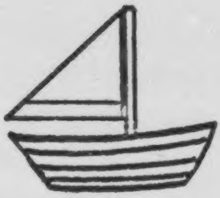
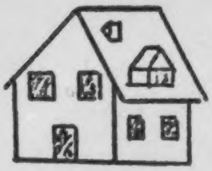





C

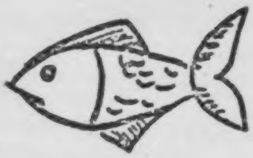
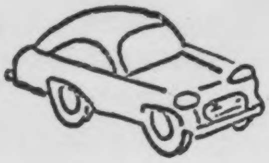
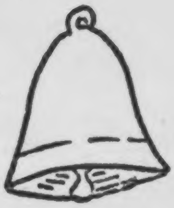
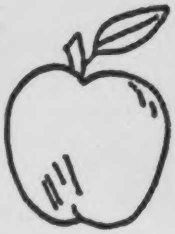





1

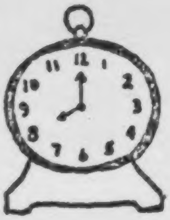
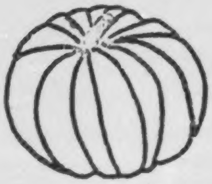
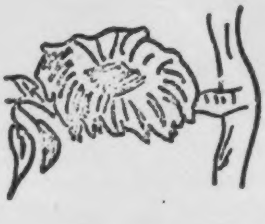
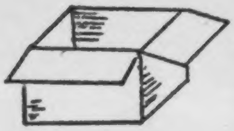
1

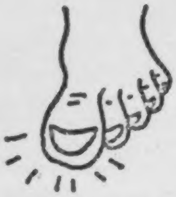
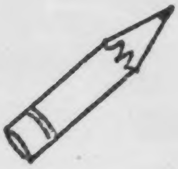
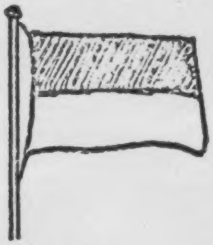
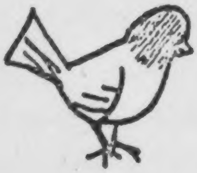
2

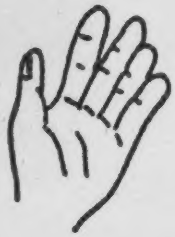
3

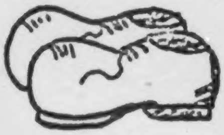





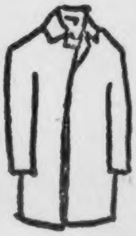
4

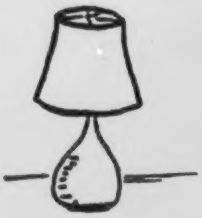





5

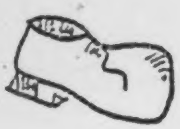


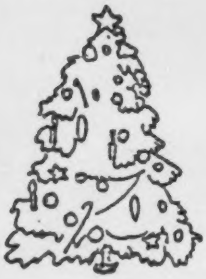


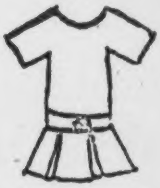


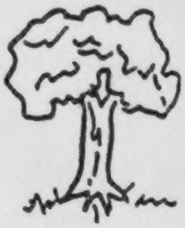


6

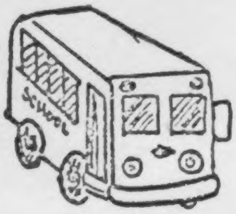


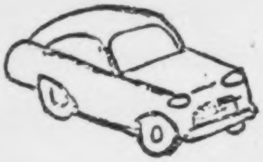


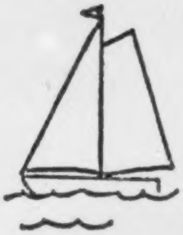


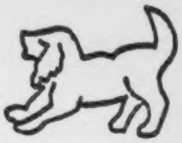


7

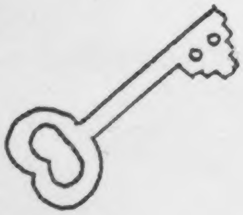


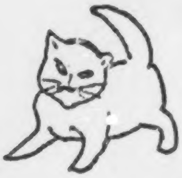


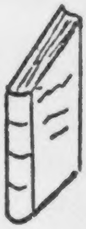


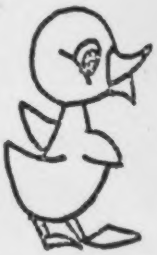


8

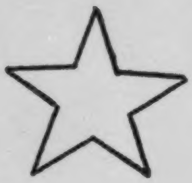
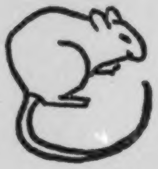
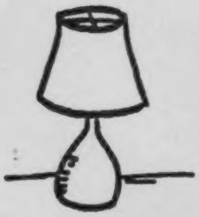
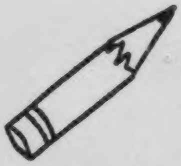




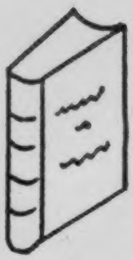
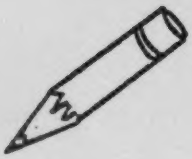
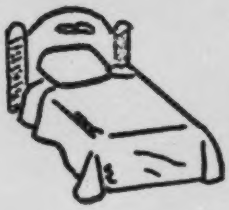
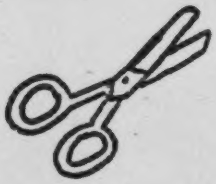




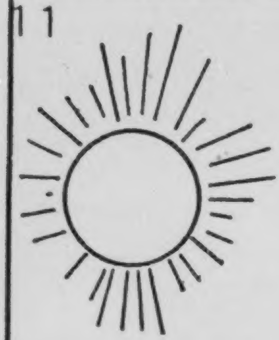
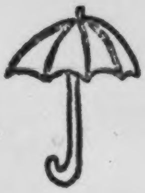
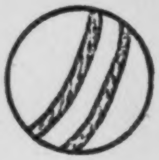
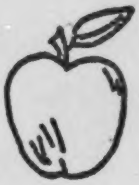
9

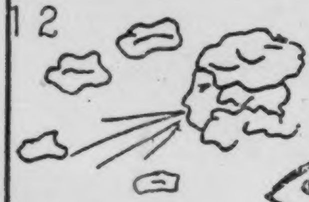
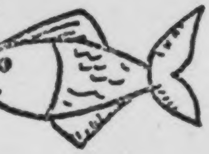
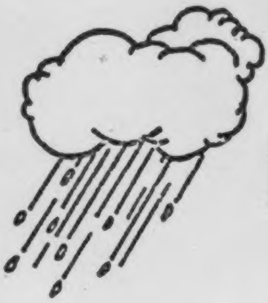
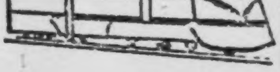
10

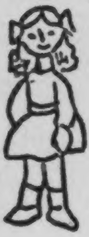
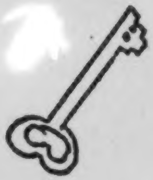
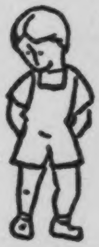
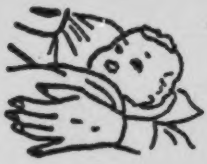
11

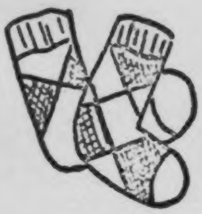
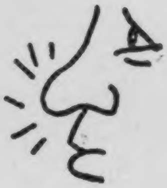
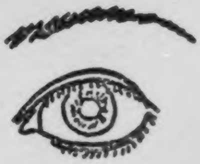
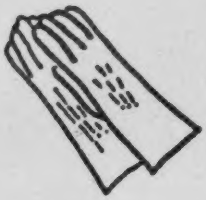
12

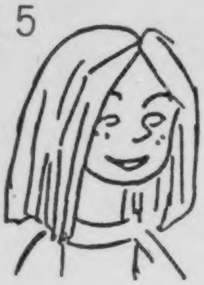
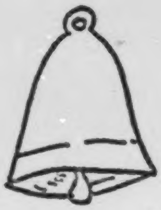
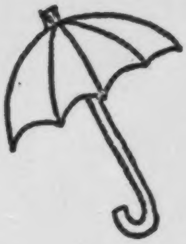
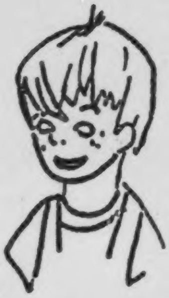
13

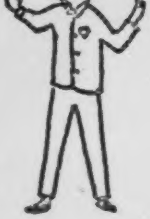
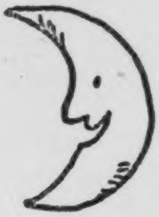
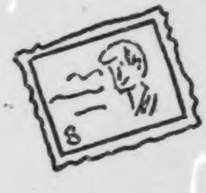
14

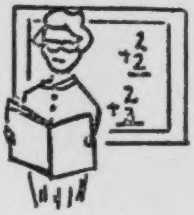





15

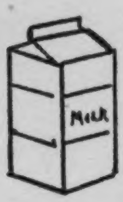





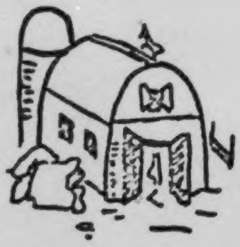
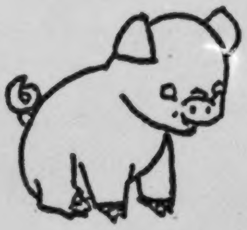
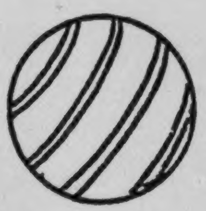
16

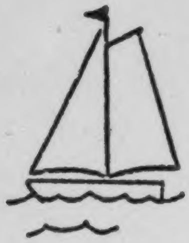
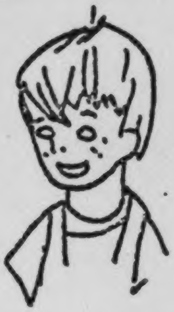
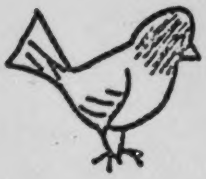
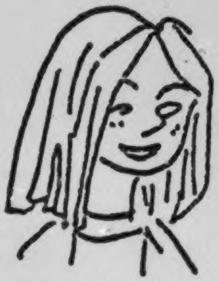


17

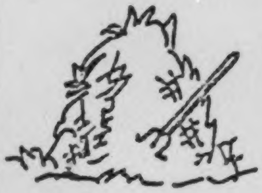
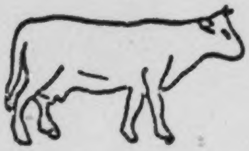
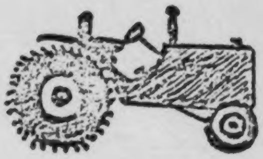
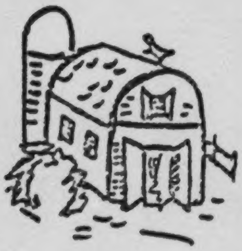


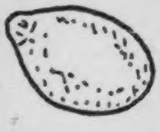
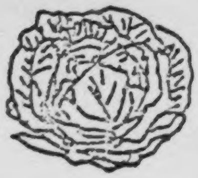
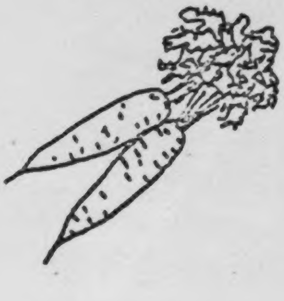
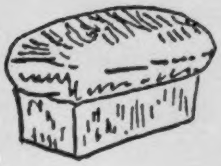
18

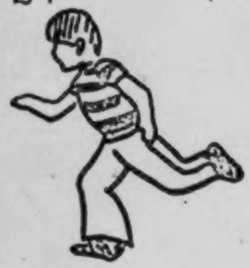
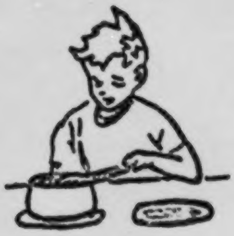
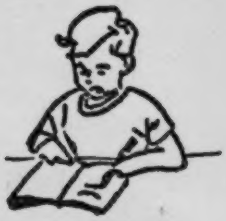
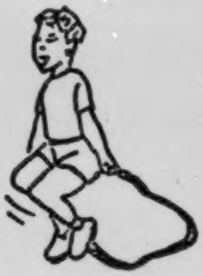
19

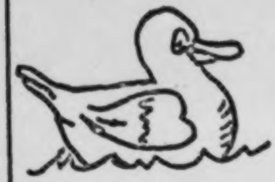
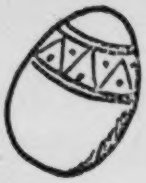
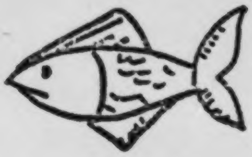
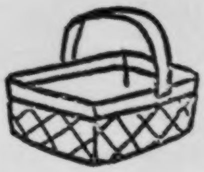
20

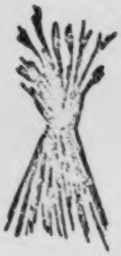
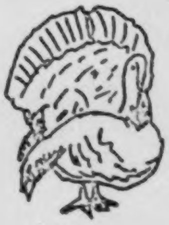
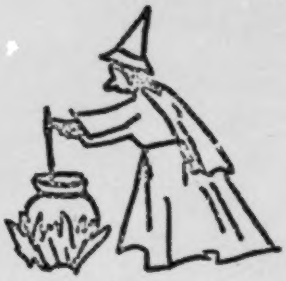
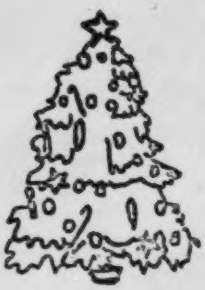
21

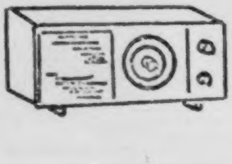
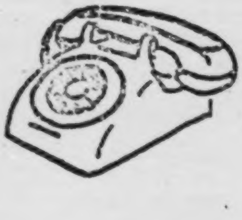
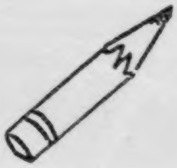
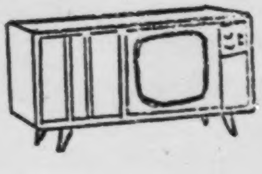
22

23

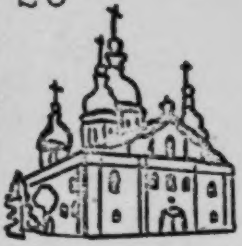
24

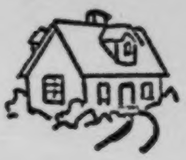





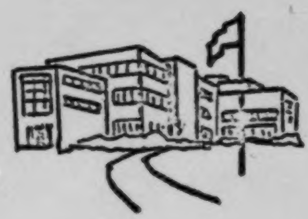
25

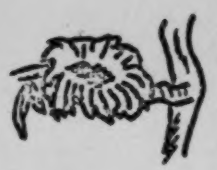
3 9 7 2

26

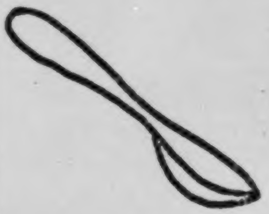


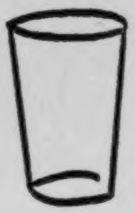


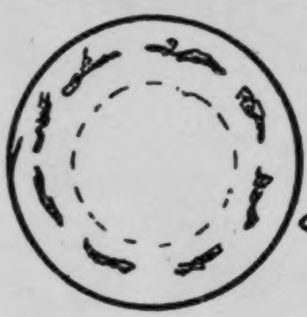


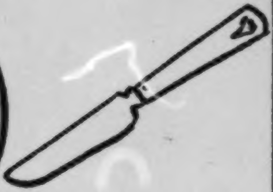


27





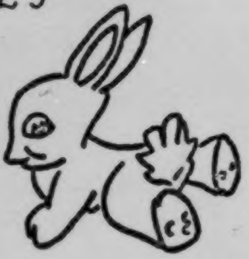


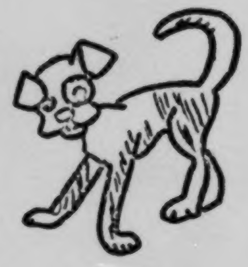


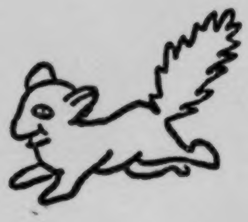
28

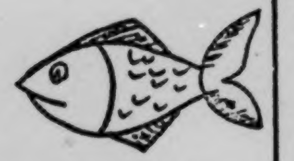
4 8 1 2

29

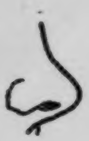


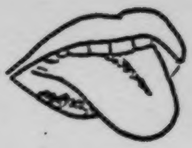


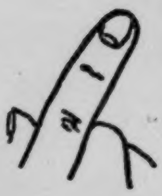


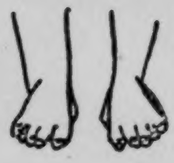


30









9

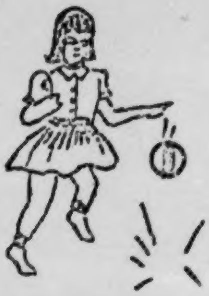
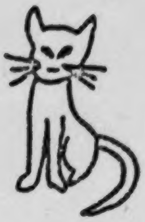
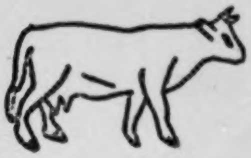
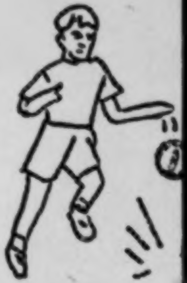
UKRAINIAN GRADE ONE SURVEY TEST
PART TWO

Name ______________________________

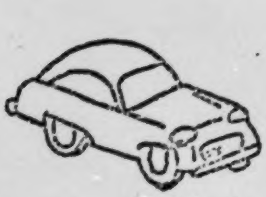
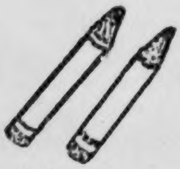
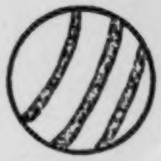
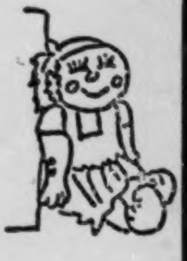
School ______________________ Room ______

SAMPLES

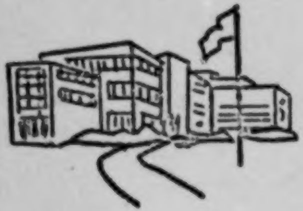
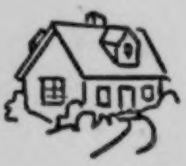
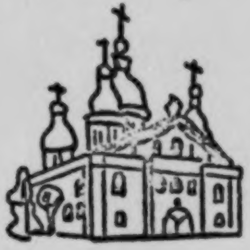
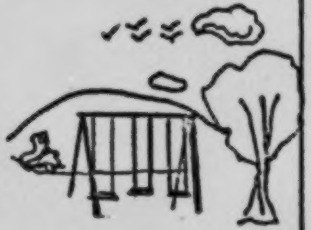
D

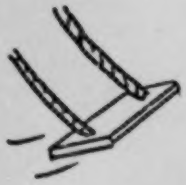
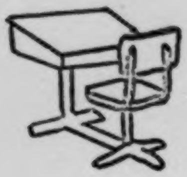
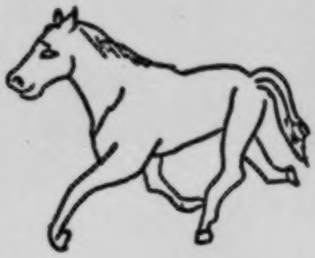
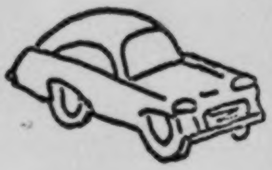
E

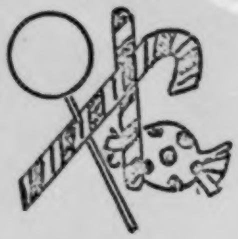
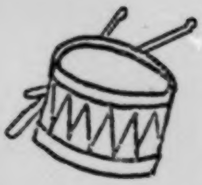
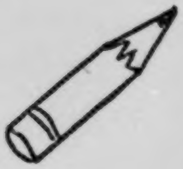
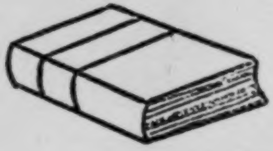
31

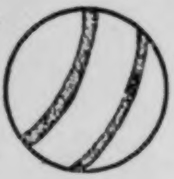
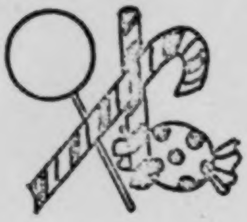
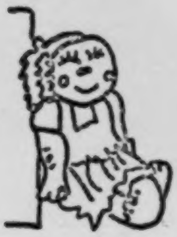
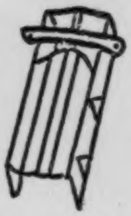
32

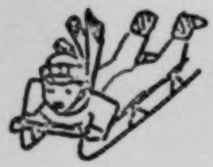
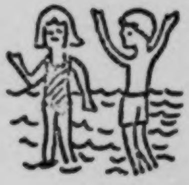
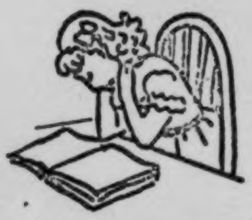
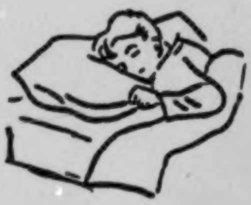
33

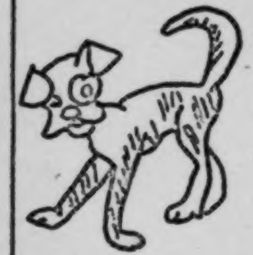
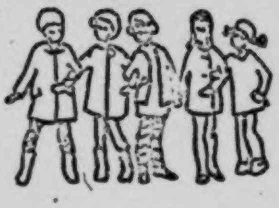
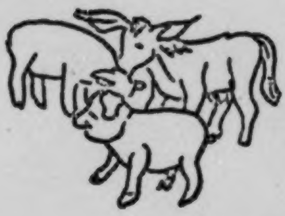
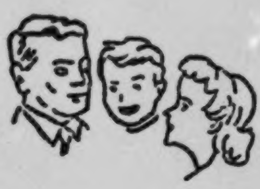
34

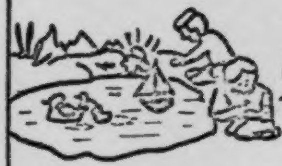
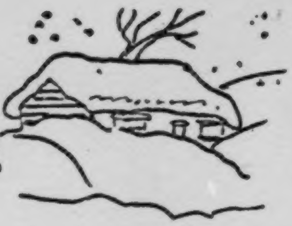
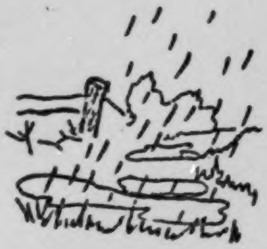
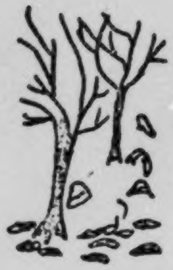
35

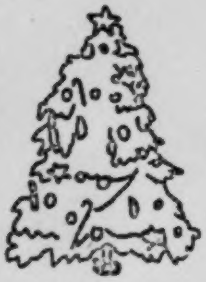
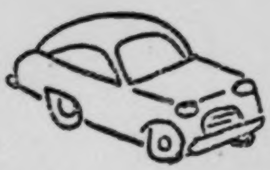
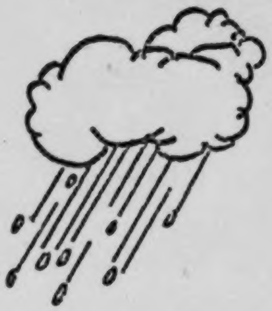
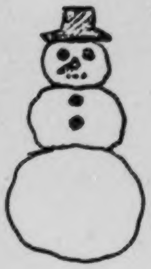
36

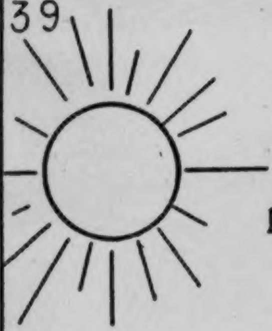
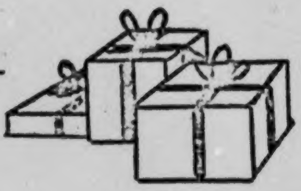
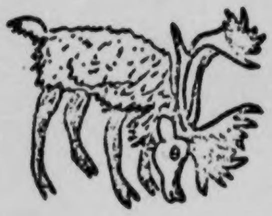
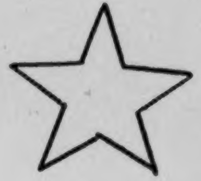
37

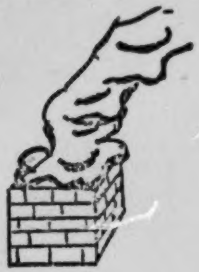
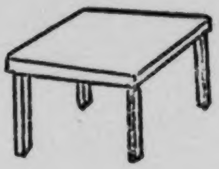
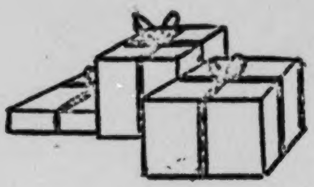
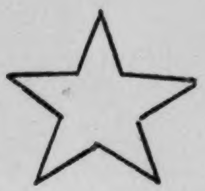
38

39

40

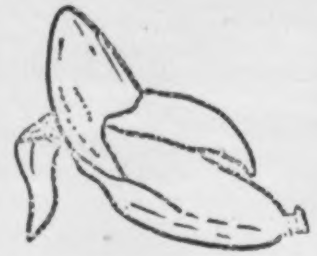





13

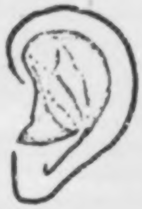
UKRAINIAN GRADE ONE SURVEY TEST
PART TWO
INDIVIDUALLY ADMINISTERED

SAMPLES

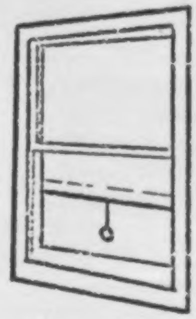
F



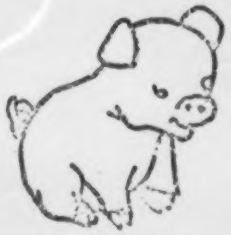
G



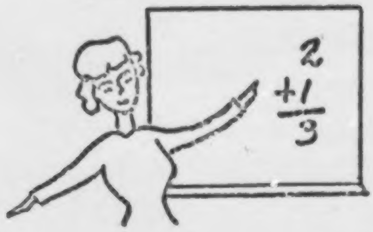
H



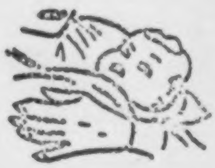
41



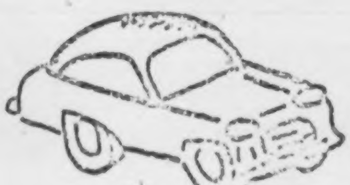
42



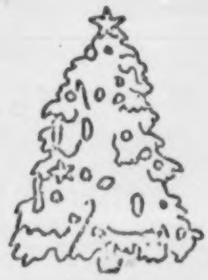
43



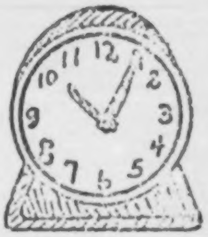
44



45

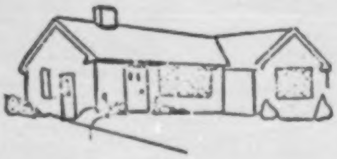


46

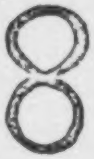


14

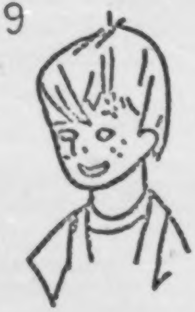
47



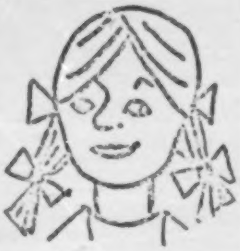
48



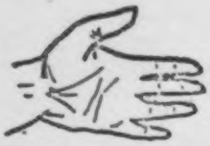
49



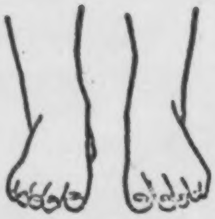
50



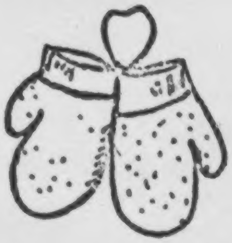
51



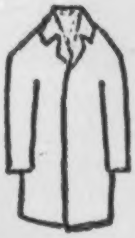
52



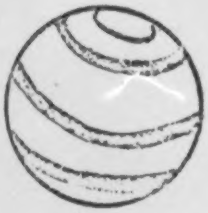
53



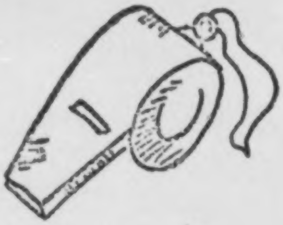
54



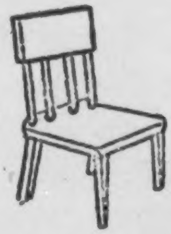
55



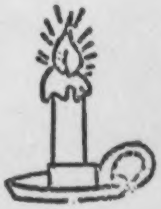
56



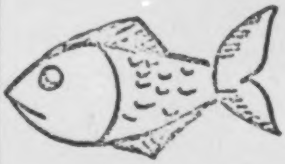
57



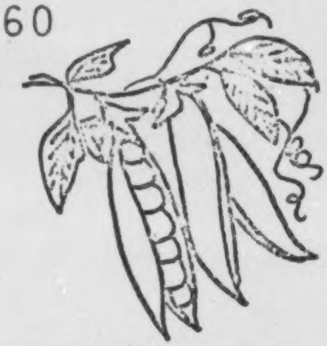
58



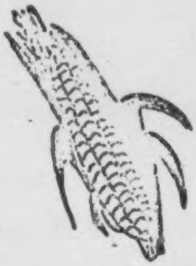
59



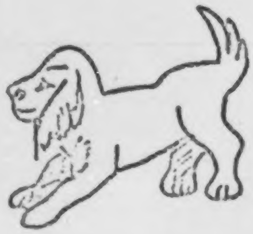
60



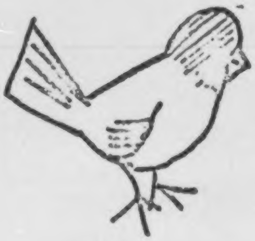
61



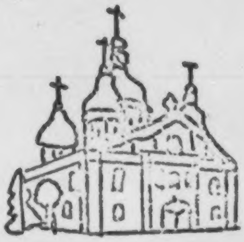
62



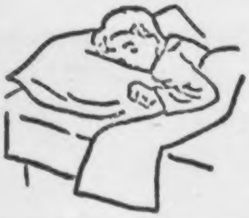
63



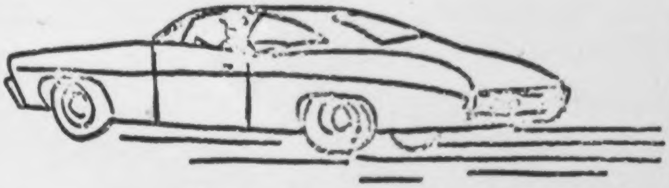
64



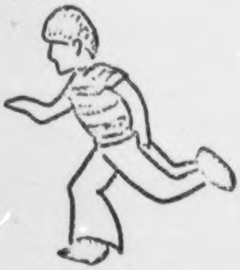
SAMPLE I



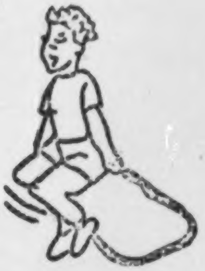
SAMPLE J



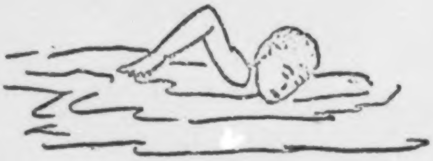
65



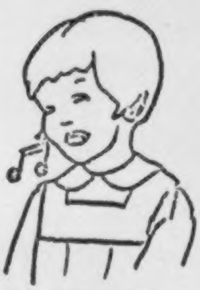
66



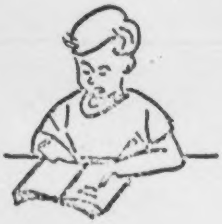
67



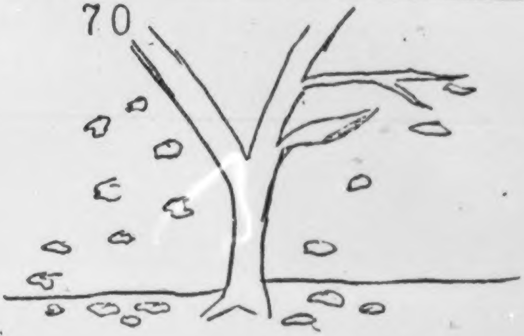
68



69



70



CLUSTER 7: Responding to Pictures

Questions 71 to 80 refer to colored pictures included in kit. Appropriate script is found in "Directions for Administering the Ukrainian Grade One Survey Test", pages 10 and 11.

CLUSTER 8: Following Instructions

Directions and script are found in "Directions for Administering the Ukrainian Grade One Survey Test", page 11.

DIRECTIONS FOR ADMINISTERING THE UKRAINIAN GRADE TWO SURVEY TEST

To the examiner:
Have a copy of the Ukrainian Survey Test (Grade 2) to use for demonstration purposes during administration of the test.

Before beginning, pupils' desks should be cleared and each pupil should have two soft lead pencils or a black crayon.

Pupils should be seated in such a way as to make copying impossible.

Read the directions below clearly and distinctly. Note that instructions to the examiner are in regular type and that directions to be read aloud to the pupils are in *script*.

PART I - Pre-test warm-up review

Cluster One: Listening With Comprehension

Begin by saying:

> *Today we are going to play a game in Ukrainian using this picture book. Do not open your book until I tell you what to do.*

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

> *Now open your book to the first page and fold the cover back like this so that you can see a big letter A near the top of the page.*

Demonstrate by using a copy of the test booklet. Make certain that the pupils are at page 1 of the booklet. Point to the first row in the test booklet.

Then say: (Sample A)

> *Look at the row of pictures next to the letter A. I am going to say the name of one of these pictures twice in Ukraïnian. I want you to draw a circle around the picture I will name. Are you reading? Listen carefully.*
>
> кі́т .... кі́т
>
> *Which picture do you have to circle?*

Pause for pupils to circle the picture.

> *That's right. You have to circle the picture of the cat here.*

Demonstrate by drawing a bold line around the picture, making certain that all pupils understand what has been done.

Then say: (Sample B)

> *Now find the letter B at the beginning of the next row, and look at the pictures in this row. I am going to tell you the name of one of these pictures in Ukrainian and I want you to draw a circle around the picture I name. Listen carefully.*
>
> де́рево .... де́рево
>
> *What picture do you circle?*

Pause for pupils to respond.

> *Yes, you circle the picture of the tree.*

Demonstrate on your test booklet.

Then say:

> *Do not spend too much time drawing your circle. Remember that your circle does go around the picture.*

Check to make certain that all pupils understand the marking procedure before going on.

Then say:

> *If you draw a circle around a picture and then want to change it, make a big cross on it. Then draw a circle around the right picture. Only one picture in each row should have a circle since there is only one right answe*

Demonstrate on blackboard.

Then say: (Sample C)

> *Now find the letter C at the beginning of the next row, and look at the pictures in this row. I am going to say the name of one of these pictures twice in Ukrainian. Listen carefully, and draw a circle around the picture that shows what I am saying. Are you ready?*
> *Here it is:*
>
> сті́л .... сті́л
>
> *What picture do you circle?*

Pause for pupils to respond.

> *That's right. You circle picture number 3 because it shows a table.*

Check once again that all pupils understand the task and how they should mark thei answers. Beyond this point, pupils should receive no help answering any question.

For each question, read the directions distinctly in a normal speaking voice.

Allow a maximum of fifteen seconds for pupils to complete each item.

Read the number for each question aloud, and make sure all pupils are working at the same number.

Then say:

> *Now turn over the page like this. You should see a number one near the top of the page.*

PAGE 1

Demonstrate and check that all pupils are on the correct page.

Then say the following for each item, filling in the blanks from the list given below.

> *Now look at the row of pictures next to the number one. Draw a circle around the picture that I say in Ukrainian.* (Read stimulus twice.)

Number (To be said out loud)	Stimulus
1. *One*	хáта
2. *Two*	прапóр
3. *Three*	язи́к
4. *Four*	кни́жка
5. *Five*	сóнце
6. *Six*	вчи́телька
7. *Seven*	сви́нка
8. *Eight*	ві́сім
9. *Nine*	мóрква
10. *Ten*	хлóпець скáче

Cluster 2: Stories

Then say:

> *Now turn the page. You should see the letter D near the top of the page.*

PAGE 4 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample D)

> *Now I am going to read you a short story in Ukrainian. I want you to put down your pencils and listen very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it twice.*
>
> Я мáю сестрý.
> Ї́ вжé п'ять рóків.
> Вонá бáвиться м'ячéм.
>
> *Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.* (Reread story.)

Then say: (Sample D)

Now pick up your pencils and look at the row of pictures next to the letter D. I am going to ask a question about the story I just told you. Find the picture that shows the answer, and draw a circle around it. Here is the first question. Listen carefully.

Хтó є моя́ сестрá?

Which picture do you have to circle?

Pause for pupils to respond.

That's right. You have to circle the picture of a sister because she is a little girl.

Demonstrate and check that all pupils understand the task.

Then say: (Sample E)

Now look at the row of pictures next to the letter E. I am going to ask you another question about the story. Find the picture that shows the answer, and draw a circle around it. Listen carefully.

Чим вонá бавиться?

Which picture do you have to circle?

Pause for pupils to respond.

That's right. You have to circle the picture of a ball because sister is playing with a ball.

PAGE 4 Check that all pupils are on the correct page.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

В зимі є різдво. На різдво у нас є ялинка.
На ялинці бачимо звізду.
Під ялинкою є наші дарунки.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.

Item (11)

Now pick up your pencils and look at the row of pictures next to the number 11. Circle the picture which shows the answer to the question:

Колú є різдвó?

Pause for pupils to respond.

Item (12)

Now look at the row of pictures next to the number 12. Circle the picture that shows the answer to the question:

Що є в хáті на різдвó?

Pause for pupils to respond.

Item (13)

Now look at the row of pictures next to the number 13. Circle the picture that shows the answer to the question:

Котра ялинка має звізду?

Pause for pupils to respond.

Item (14)

Now look at the row of pictures next to the number 14. Circle the picture that shows the answer to the question:

Що є пі́д яли́нкою?

Pause for pupils to respond.

Cluster 3: Selecting Action Pictures

Item (15)

Now look at the row of pictures next to the number 15. Circle the picture that shows the answer to the question:

Де є яли́нка?

Now turn over the page like this. You should see a letter F near the top of the page.

Sample F

Look at the row of pictures next to the letter F. We are going to play an 'action picture' game. I want you to pick out and circle the picture that shows the action I say in Ukrainian. I will do one with you so you will know what to do. Хло́пець спи́ть.

Pause for pupils to respond.

That's right. You have to circle the picture of the boy sleeping.

Now we will do five more questions the same way.

Pause for pupil to respond between each question.

16. Хло́пець стої́ть.
17. Ді́вчина п'є во́ду.
18. Ді́вчина чита́є.
19. Хло́пець пи́ше.
20. Ді́вчина пла́ває.

Now close your books and put your pencils down.

PART 2

Cluster 4: Listening With Comprehension

Begin by saying:

> *Today we are going to play a game in Ukrainian using this picture book. Do not open your book until I tell you what do do.*

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

> *Now open your book to the first page and fold the cover back like this so that you can see a big letter G near the top of the page.*

Demonstrate by using a copy of the test booklet. Make certain that the pupils are at page 8 of the booklet. Point to the first row in the test booklet.

Then say: (Sample G)

> *Look at the row of pictures next to the letter G. I am going to say the name of one of these pictures twice in Ukrainian. I want you to draw a circle around the picture I will name. Are you ready? Listen carefully.*
>
> М'яч ....м'яч
>
> *Which picture do you have to circle?*

Pause for pupils to circle the picture.

> *That's right. You have to circle the picture of the ball here.*

Demonstrate by drawing a bold line around the picture, making certain that all pupils understand what has been done.

Then say: (Sample H)

> *Now find the letter H at the beginning of the next row, and look at the pictures in this row. I am going to tell you something that is happening in one of these pictures in Ukrainian and I want you to draw a circle around the picture I name. Listen carefully.*
>
> Хло́пець чита́є.
>
> *What picture do you circle?*

Pause for pupils to respond.

> *Yes, you circle the picture of the little boy reading.*

Demonstrate on your test booklet.

Then say:

> *Do not spend too much time drawing your circle. Remember that your circle does go around the picture.*

Check to make certain that all pupils understand the marking procedure before going on.

Then say:

> *If you draw a circle around a picture and then want to change it, make a big cross on it. Then draw a circle around the right picture. Only one picture in each row should have a circle since there is only one right answer.*

Demonstrate on blackboard.

Check once again that all pupils understand the task and how they should mark their answers. Beyond this point, pupils should receive no help answering any question.

For each question, read the directions distinctly in a normal speaking voice.

Allow a maximum of fifteen seconds for pupils to complete each item.

Read the number for each question aloud, and make sure all pupils are working at the same number.

Then say the following for each item, filling in the blanks from the list given below:

> *Now look at the row of pictures next to the number 21. Draw a circle around the picture that I say in Ukrainian.*

Number (To be said out loud)	Stimulus
21. Twenty-one	лі́нійка
22. Twenty-two	ли́стонош
23. Twenty-three	лі́так
24. Twenty-four	весе́лий /хло́пець/
25. Twenty-five	колі́но
26. Twenty-six	дзе́ркало
27. Twenty-seven	заміта́є
28. Twenty-eight	ка́мінь
29. Twenty-nine	черепа́ха
30. Thirty	да́х

Cluster 5: Stories

Then say:

> *Now turn the page. You should see the letter I near the top of the page.*

PAGE 11 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample I)

Now I am going to read you a short story in Ukrainian. I want you to put down your pencils and listen very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it twice.

Тарáс мáє кни́жку. Однá сторíнка мáє пéсика а дрýга
мáє ки́цю. Тарáс лю́бить читáти цю кни́жку.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread the story.)

Then say: (Sample I)

Now pick up your pencils and look at the row of pictures next to the letter I. I am going to ask a question about the story I just told you. Find the picture that shows the answer and draw a circle around it. Here is the first question. Listen carefully.

Що Тарáс мáє?

Which picture do you have to circle?

Pause for pupils to respond.

That's right. You have to circle the picture of a book because that is what he has.

Then say: (Sample J)

Now look at the row of pictures next to the letter J. I am going to ask you another question about the story. Find the picture that shows the answer, and draw a circle around it. Listen carefully.

Що Тарáс лю́бить роби́ти?

Which picture do you have to circle?

Pause for pupils to respond.

Then say: (Sample J)

That's right. You have to circle the picture of a little boy reading because that's which he likes to do.

PAGE 11 Check that all pupils are on the correct page. Then say:

I am going to read you a short story in Ukrainian. I want you to put down your pencils and listen very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it twice.

Леся і Олéнка пішли́ до крамни́ці. В крамни́ці вони́
купи́ли - один м'яч, цукерки й олівець.

Item (31)

Now pick up your pencils and look at the row of pictures next to the number 31. Circle the picture which shows the answer to the question:

Хто пішо́в до крамни́ці?

Pause for pupils to respond.

Item (32)

Now look at the row of pictures next to the number 32. Circle the picture that shows the answer to the question:

Куди́ Ле́ся і Оле́нка пішли́?

Pause for pupils to respond.

Item (33)

Now look at the row of pictures next to the number 33. Circle the picture that shows the answer to the question:

Що Ле́ся і Оле́нка купи́ли в крамни́ці?

Pause for pupils to respond.

PAGE 12

Then say

I am going to read you another story. Put down your pencils and listen carefully.

Андрі́й і Васи́лько купи́ли де́рево. Вони́ тепе́р працю́ють.
Андрі́й ви́копав я́мку. Васи́лько помага́є сади́ти де́рево.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.

Item (34)

Now pick up your pencils and look at the row of pictures next to the number 34. Circle the picture which shows the answer to the question:

Що хло́пці купи́ли?

Pause for pupils to respond.

Item (35)

Now look at the row of pictures next to the number 35. Circle the picture that shows the answer to the question:

Що Андрі́й зроби́в?

Pause for pupils to respond.

PAGE 13. Check that all pupils are on the correct page.

Item (36)

Now look at the row of pictures next to the number 36. Circle the picture that shows the answer to the question:

Що Васи́лько роби́ть?

Pause for pupils to respond.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

Дід і ба́ба живу́ть на фа́рмі.
Вони́ ма́ють бага́то твари́н.
В них є коро́ви, ко́ні, ку́ри та сви́ні.
Дід і ба́ба працю́ють на фа́рмі.
Вони́ працю́ють ра́но.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Item (37)

Now pick up your pencils and look at the row of pictures next to the number 37. Circle the picture which shows the answer to the question:

Де баба і дідо живуть?

Pause for pupils to respond.

Item (38)

Now look at the row of pictures next to the number 38. Circle the picture that shows the answer to the question:

Яка́ твари́на живе́ на фа́рмі?

Pause for pupils to respond.

Item (39)

Now look at the row of pictures next to the number 39. Circle the picture that shows the answer to the question:

Що дід і ба́ба роблять на фа́рмі?

Pause for pupils to respond.

Item (40) Page 14

Now look at the row of pictures next to the number 40. Circle the picture that shows the answer to the question:

Коли́ вони́ працю́ють на фа́рмі?

Pause for pupils to respond.

Cluster 6: Reading Readiness; Beginning Sounds

Then Say:

> *Now turn the page. You should see the letter M near the top of the page.*

PAGE 15 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample K)

> *Look at the row of pictures next to the letter M. Circle the pictures that begin with the letter given in each row.*
> *Let's do samples K and L together.*

Check that the correct responses are marked and students understand what to do.

Then say:

> *Do the next 6 questions, numbers 41 to 46 by yourself.*

Cluster 7: Reading Readiness; Beginning Sounds and Ending Sounds

Then say:

> *Now turn the page. You should see the number 17 near the top of the page.*

PAGE 17 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Than say: (Sample M)

> *Look at the picture shown. Write in the boxes the beginning sound and the ending sound of the object shown.*
> *Let's do samples M and N together.*

Check that the correct responses are marked and students understand what to do.

Then say:

> *Do the next 6 questions, numbers 47 to 52 by yourself.*

When the students have finished question 52 say:

> *Now close your booklets and put your pencils down.*

SCORING GUIDELINES, GROUP PART 1 and 2

1. All student responses, questions 1-40, should be transferred as A, B, C or D to the appropriate answer sheet.

2. For Cluster 6 and 7 the student's actual responses will not be recorded on the answer sheet. In Cluster 6 mark A on the answer sheet if all the appropriate objects for a question are circled, mark B on the answer sheet if a partial set of objects for a question are circled and mark C if all responses are incorrect or there is no response. In Cluster 7 mark A if both the beginning and ending sound for a question are correct, mark B if either is incorrect or missing and mark C if both are incorrect or missing.

BEGINNING OF INDIVIDUAL TESTING

The examiner has the pictures and answer sheet for this part of the test on the testing table.

Begin by saying:

> *Now we are going to play a naming game. I am going to show you a picture and I want you to tell me what it is in Ukrainian.*
>
> *I am going to do one of them with you to show you what to do.*

Sample 0 - show picture of wagon

Then say:

> *Tell me, in Ukrainian, what do you see?*

Pause for pupil to respond.

> *That's right, it is a* візо́к

For questions 41 to 60 the examiner will show the picture, wait for child to respond for 15 seconds and then proceed with the next picture. The examiner will mark A on the answer sheet for a correct response and mark B on the answer sheet for an incorrect response.

Cluster 1: Individual Testing - Naming

	Do not read	Stimulus
53.	bicycle	ро́вер/велоси́пед
54.	forty-seven	со́рок-сім
55.	a train running	по́їзд(їде)/по́тяг
56.	nurse	ме́дсестра́
57.	bedroom	спа́льня
58.	lamb	ягня́ (ягня́тко)
59.	ill	слабий/хво́рий
60.	store	крамни́ця
61.	fireman	поже́ жник
62.	rain falling	до щ іде́
63.	he is taking a bath	хло́пець/він купа́ється
64.	lightning	бли́скавка
65.	child brushing her hair	дити́на че́ше воло́сся
66.	child swinging	дити́на го́йда́ется
67.	vegetables	ярина́/горо́дина
68.	Ukrainian St. Nicholas	Святи́й Микола́й
69.	fat (as in person) compared to thin	грубий/ситий
70.	long pencil	до́вгий оліве́ць
71.	ghost	дух
72.	night	ніч

Cluster 2: Individual Testing - Responding to Pictures

The examiner organizes picture card #1 and answer sheet for this part of the test.

Begin by saying:

> *I am going to show you a set of pictures and I want you to tell me a story about them.*

Examiner shows set of pictures. Pause for student to respond. If student does not respond, the examiner then asks these questions in order to get some response.

73. Що хлопець робить?
    Що дівчина робить?
    Яка пора дня?

74. Що хлопець робить?
    Шо дівчина робить?
    В котрій кімнаті вони?

75. У вечері діти їдять вечеру.
    Що вони їдять вранці?

76. Куди діти йдуть?
    Яка пора року?

77. Що хлопець робить?
    Де він є?

If the student's answer to the three questions are score A in question 73. If the student does not answer all three questions score B in question 73.	Хлопець встає. Дівчина спить. Рано/ранок.
If the student's answer to the three questions are score A in question 74. If the student does not answer all three questions score B in question 74.	Хлопець сидить/чекає. Дівчина миється. Вони в лазничці.
If the student's answer to the two questions are score A in question 75. If the student does not answer all two questions score B in question 75.	Вони снідають. Вони їдять сніданок.
If the student's answer to the two questions are score A in question 76. If the student does not answer all two questions score B in question 76.	Діти/вони йдуть до школ Осінь.
If the student's answer to the two questions are score A in question 77. If the student does not answer all two questions score B in question 77.	Хлопець пише/рисує/друку на таблиці. Він в клясі/в школі.

The examiner organizes picture card #2 and answer sheet for this part of the test

Then say:

> *Now I am going to show you another picture and I want you to answer in Ukrainian the following questions about the picture.*

Examiner shows picture of Ukrainian Easter - Family Going to Church. After 30 seconds the examiner asks the following questions. A correct response is recorde
incorrect response is recorded as a B.

78. Яка́ то пора дня? (ра́но)
79. Яке́ то свя́то? (Вели́кдень)
80. Куди́ роди́на йде́? (до це́ркви)
81. Чого вони йдуть до церкви з кошиком?
82. Що вони́ несуть в ко́шику? (па́ска, пи́санка, ковбаса́, ба́бка, ки́шка, яйце́, ма́сло, хрін, сі́ль, ши́нка)
(the child must name the two underlined foods plus any one other.)

Cluster 3: Individual Testing - Oral Conversation

This section would be free flowing. If the conversation needs direction the following key questions may be incorporated into the conversation. Mark A if response is complete sentence, mark B if response is isolated word and mark C if there is no response.

Warm-up: Greeting (no mark) Добри́день! Про́шу сіда́ти. Як ти назива́єшся?
Я назива́юся ......

83. Хто твоя́ учи́телька?
84. Що ти лю́биш роби́ти в шко́лі?
85. Скі́льки тобі́ ро́ків?
86. Хто нале́жить до твоє́ї роди́ни?
87. Що твоя родина робить в зимі?

Cluster 4: Individual Testing - Oral Reading

The following materials should be available on tester's table: reading selections and score sheet. The examiner will ask the pupil to read simple words, short phrases and then a little passage. Allow student 30 seconds to respond to task, then mark down how correct response was on the answer sheet. The examiner should mark A if the response is correct, mark B if the response is partially correct and mark C if the response is incorrect or if there is no response. The entire word, phrase or sentence must be correct for the mark A. The examiner says to the student:

> *Let's see how many of these words and sentences we can read. We will read the first one together.*
>
> *Sample:* мама *(mother)*

88. мак
89. дощ
90. фарба
91. швидко
92. Сірко
93. дивись
94. біжи
95. горох
96. шапка
97. лікар
98. два авта
99. малий песик
100. зелений листок
101. добрий ранок
102. він пише
103. Рома і Тома є в школі.
104. Тут тепло і гарно.
105. На дворі зимно.
106. Вони їдять.
107. Черепаха їсть яблуко.

PART 3

Cluster 5: Individual Testing - Writing

Child is to have choice of either printing or writing.

Begin by saying:

> *Now we are going to play a writing game. Place a check mark in the YES box if you can write or print Ukrainian. Place a check mark in the NO box if you cannot write or print Ukrainian. I am going to ask you to print a letter or word in Ukrainian and let's see how many we can remember. I am going to do two of them with you to show you what to do.*

Sample P

Then say:

> *Write in Ukrainian the letter "A" for me.* (sounds to be said in Ukrainian)

Pause for pupil to respond.

> *That's right, that is an A.*

Sample Q

Then say:

> *Now write in Ukrainian the letter "C" for me.* (sounds to be said in Ukrainian)

Pause for pupil to respond.

> *That's right that is a "C".*

From now on you are on your own. Let's see how many you can remember.

For questions 108 to 127 the examiner will say the name of the letter in Ukrainian or the Ukrainian word, wait for pupils to respond for 15 seconds and then proceed with the next question. The examiner will mark A on the answer sheet for a correct response and Mark B on the answer sheet for an incorrect response. Repeat each letter, word or phrase twice.

108. б
109. і
110. п
111. д
112. н
113. ж
114. и
115. ц
116. г
117. щ
118. тут
119. син
120. чоловік
121. мороз
122. песик
123. там тато
124. наша школа
125. моя мама
126. У кімнаті тепло.
127. Оленко, де ти?

PART 3: Group Administered

Cluster 6: Silent Reading

This section is a group administered section where the student proceeds independently until he has answered all the questions.

Then say:

> *This part of the exercise you will do by yourself. Read each story and then answer the questions. Pick the answer to the question by circling the letter next to the answer. The first set of questions have pictures for answers and the next two sets have sentences in Ukrainian for answers.*

Give the students the test booklet Part 3, questions 128 - 137. The students should have a maximum of 15 minutes to complete these questions.

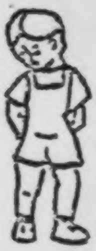
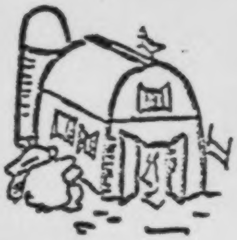
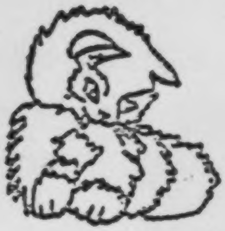
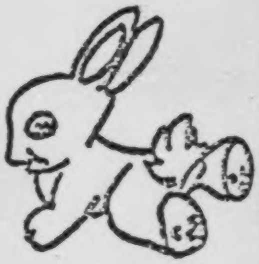
UKRAINIAN GRADE TWO SURVEY TEST
PART ONE

Name ____

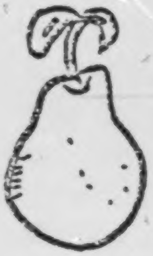
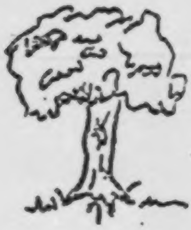
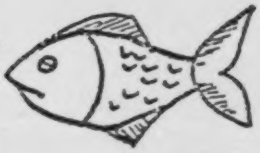
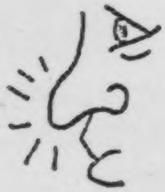
School ______________________________ Room ________

SAMPLES

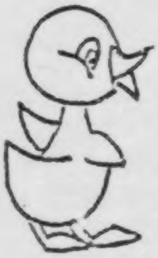
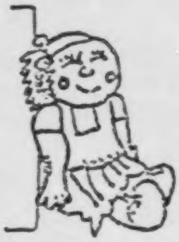
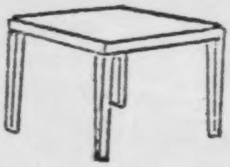
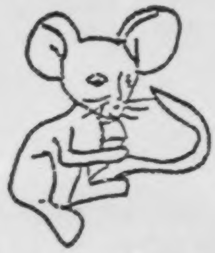
A

B

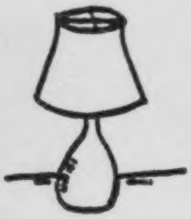
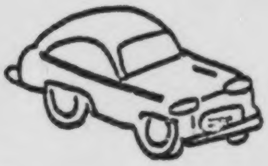
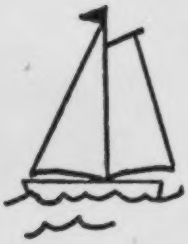
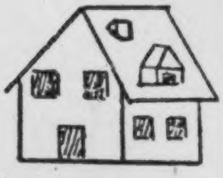





C

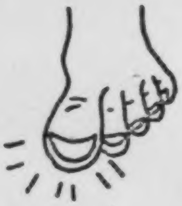
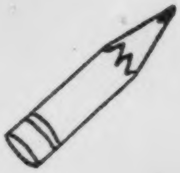
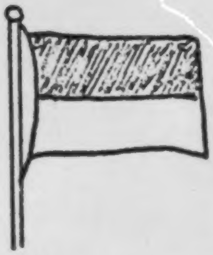
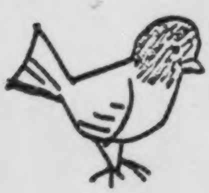





1

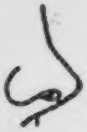
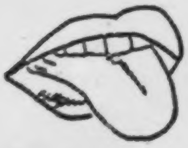
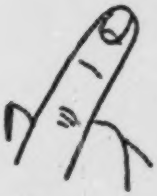
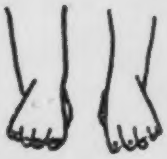
1

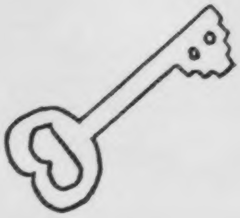
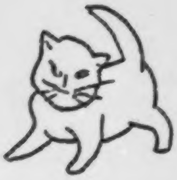
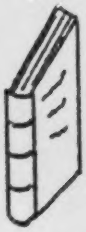
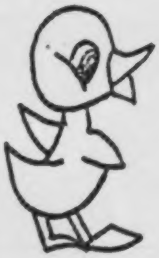
2

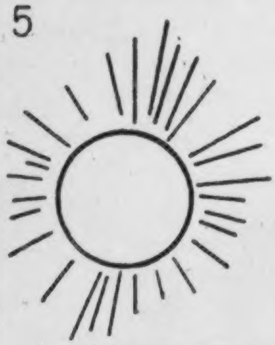
3

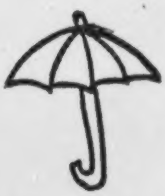





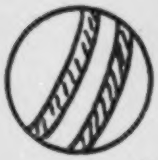
4

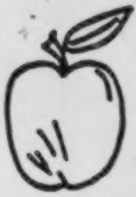





5

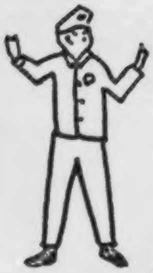


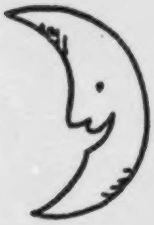


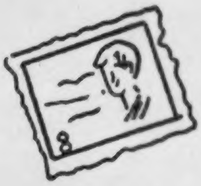


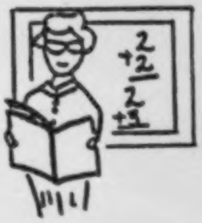


6

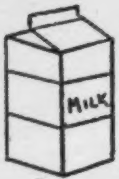


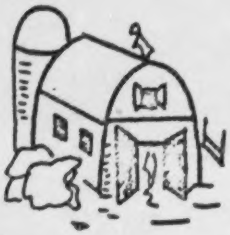


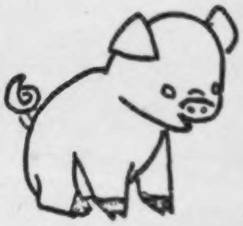


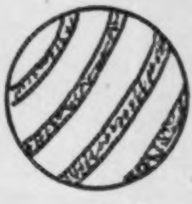


7





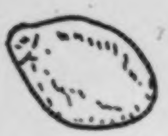


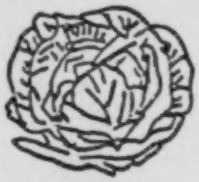


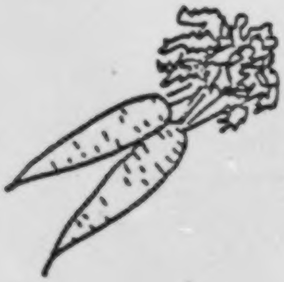
8

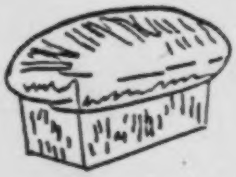
4 8 1 5

9

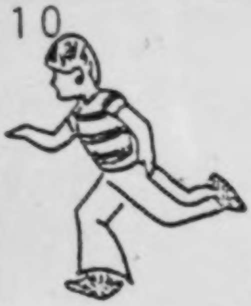


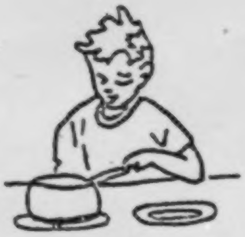


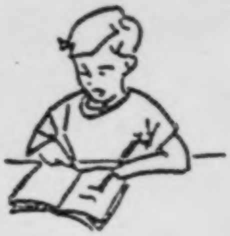


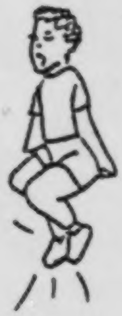


10



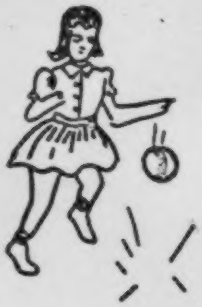
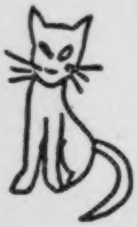
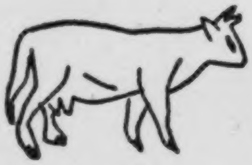
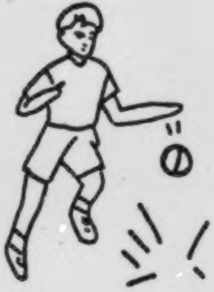




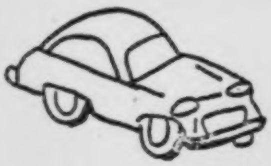
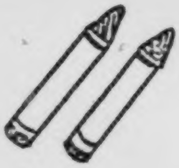
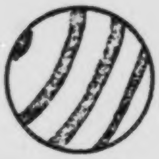
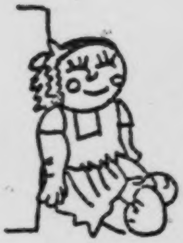


SAMPLES 4

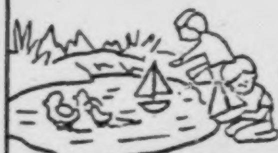
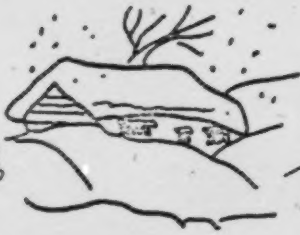
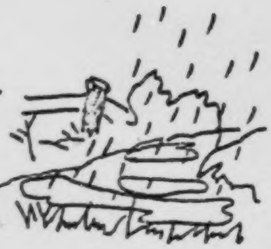
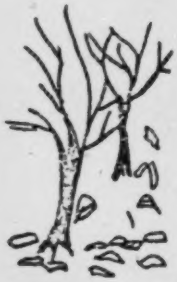
D

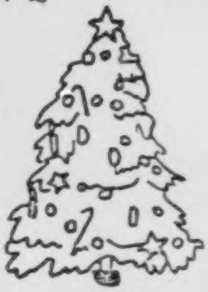
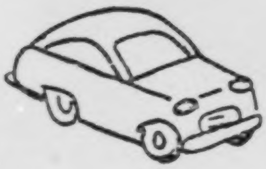
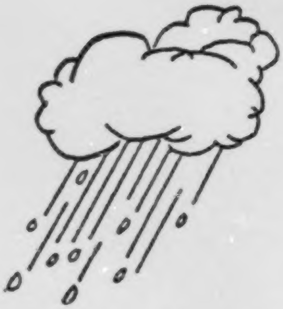
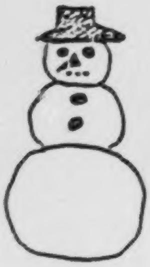
E

11

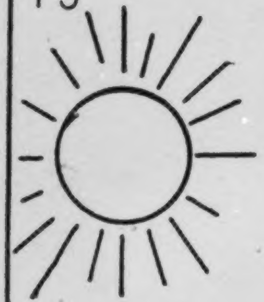
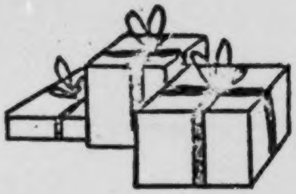
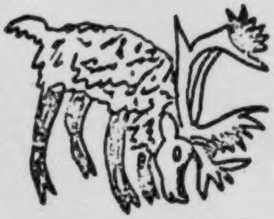
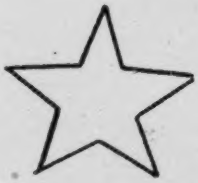





12

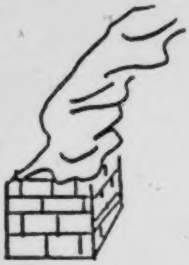
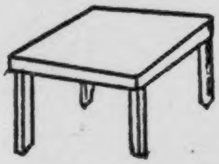
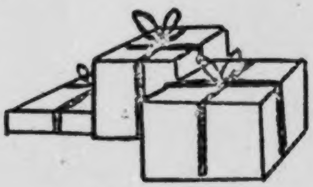
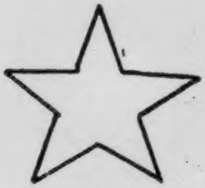





5

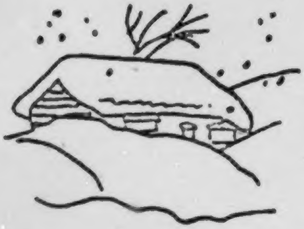
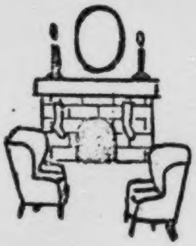
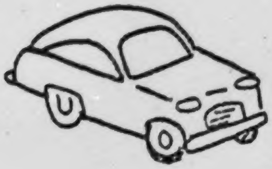
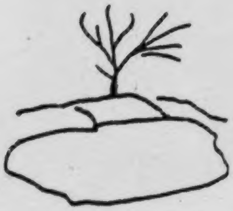
13

14

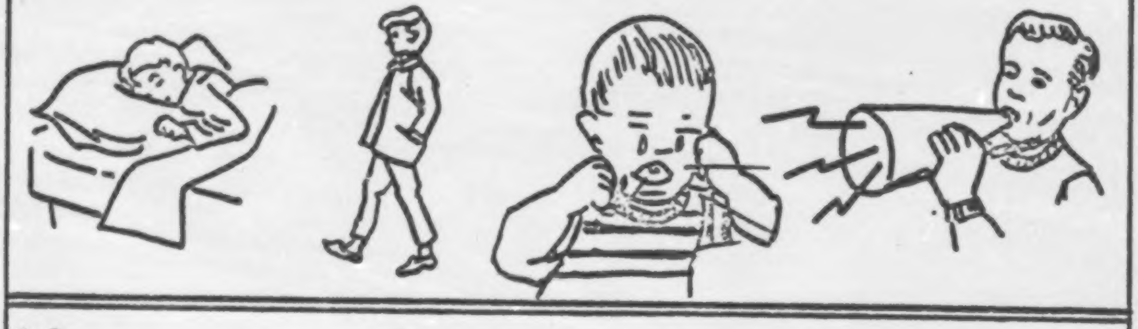





15

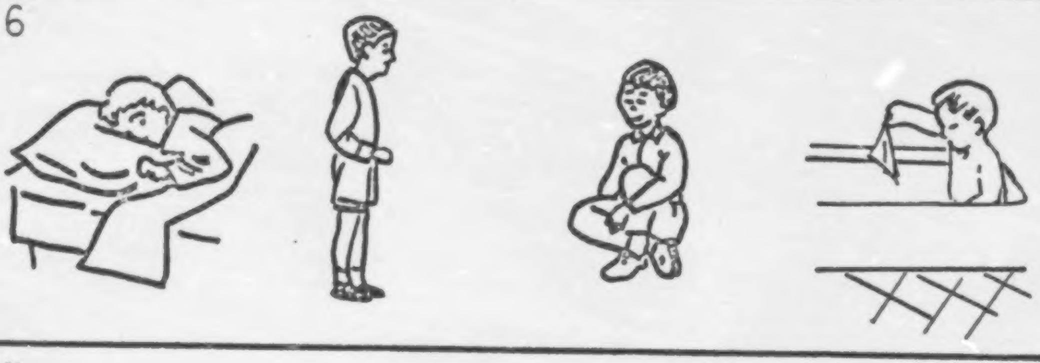





6

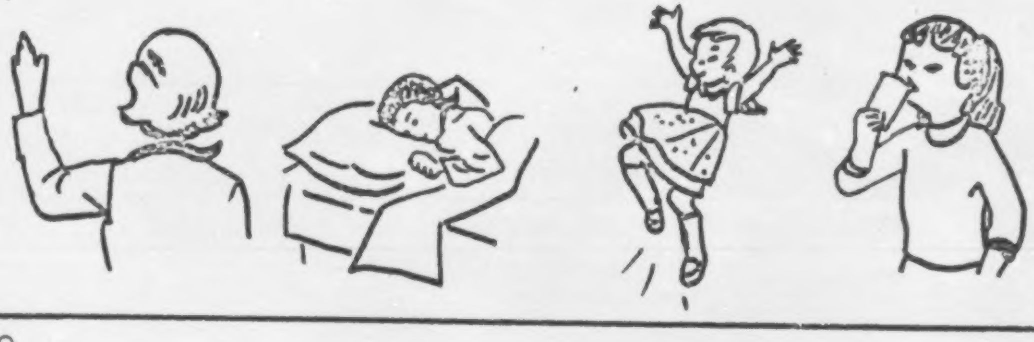
F



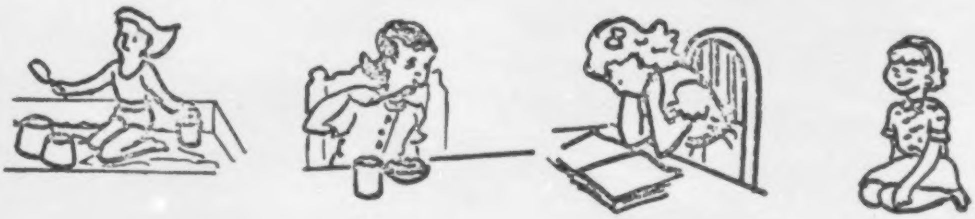
16



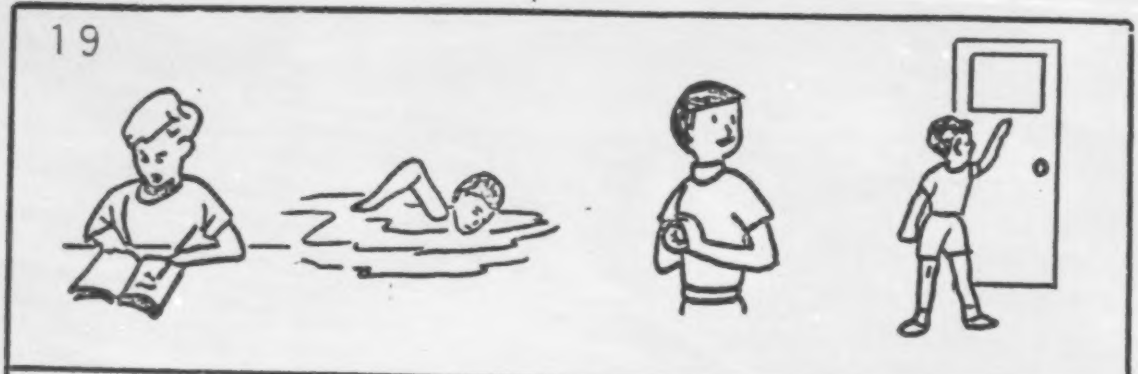
17



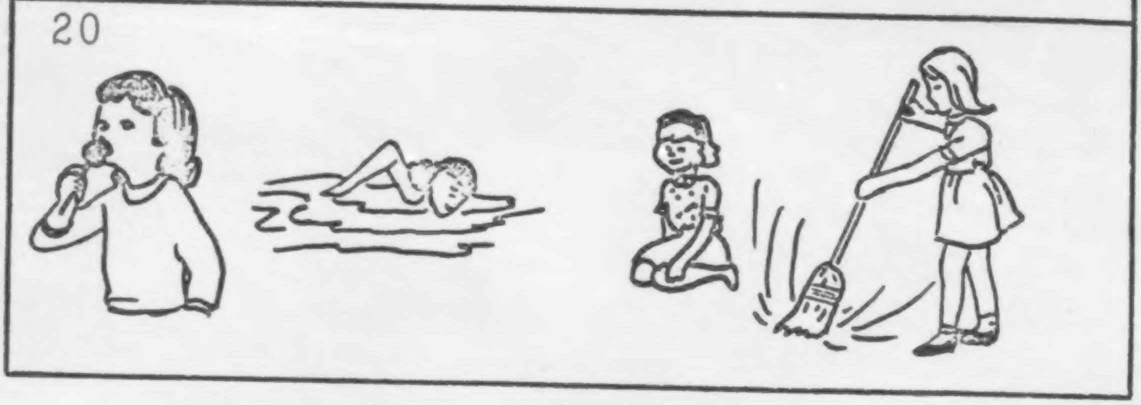
18



19



20



8

UKRAINIAN GRADE TWO SURVEY TEST

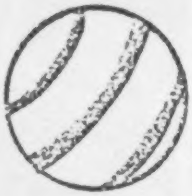
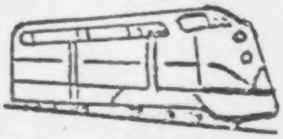
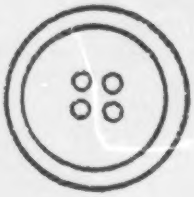
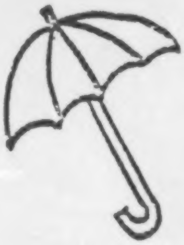
PART TWO

Name ____

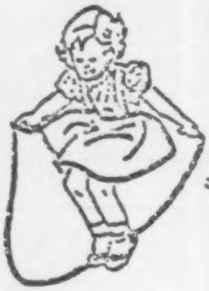
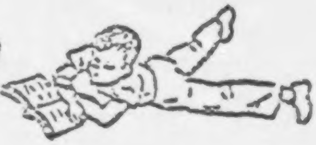
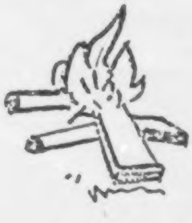
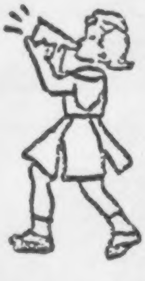
School ________________________ Room ______

SAMPLES

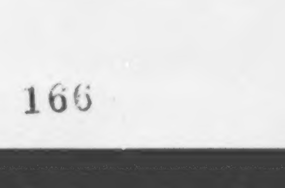
G

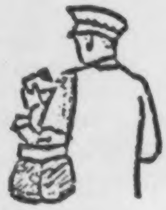
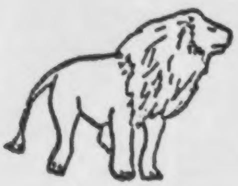
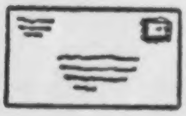
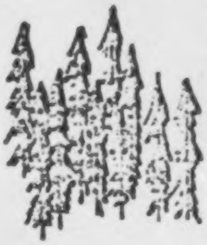
H

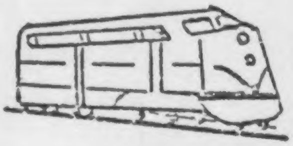
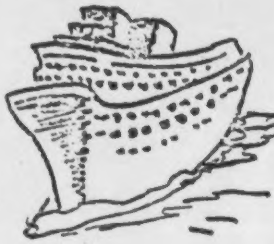
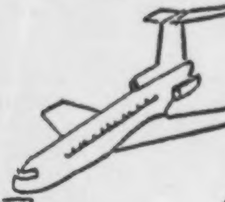
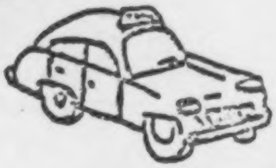
21



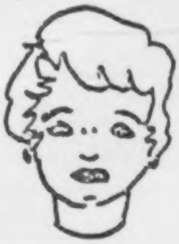
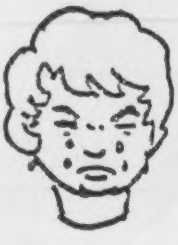
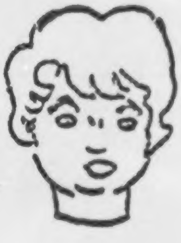
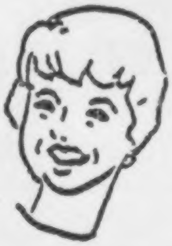
22

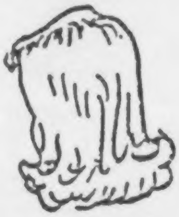
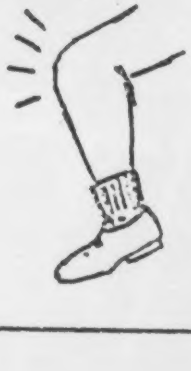
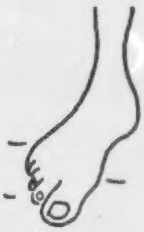
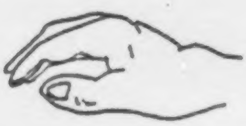
23

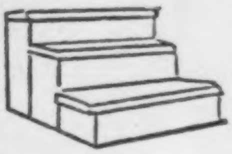
24

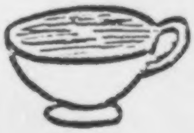





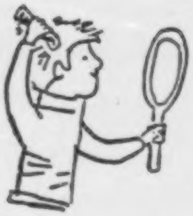
25

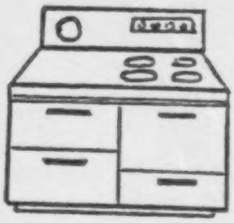





26

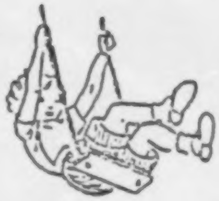


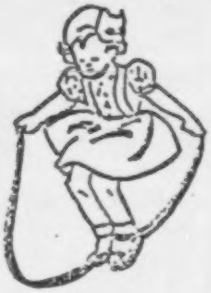


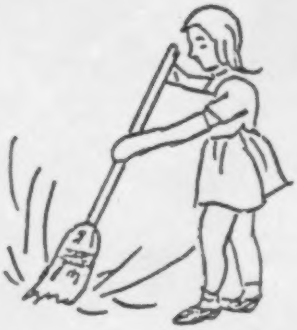


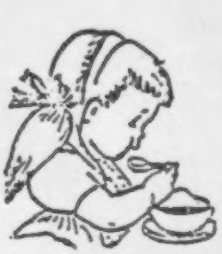


27

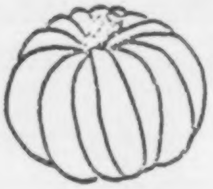


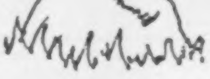


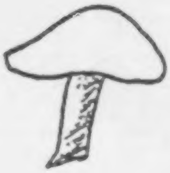


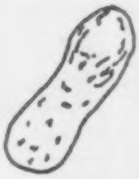


28

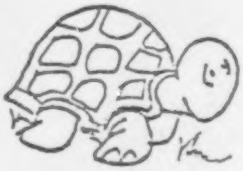


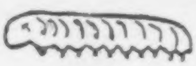


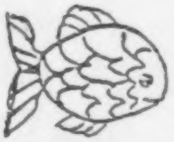


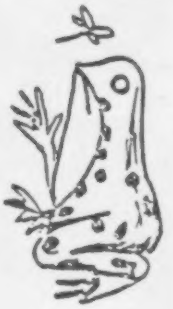


29

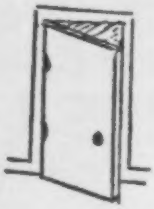
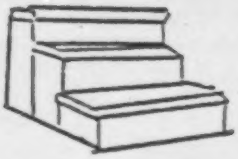
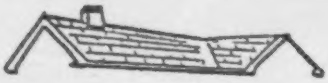
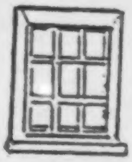




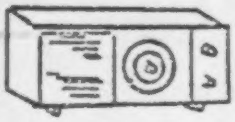
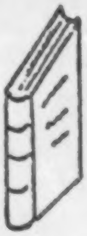
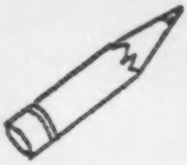
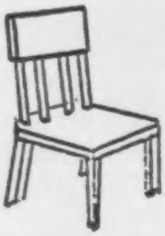




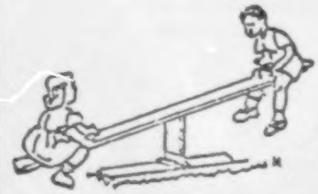
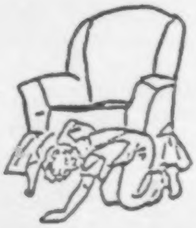
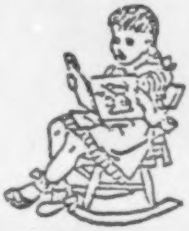
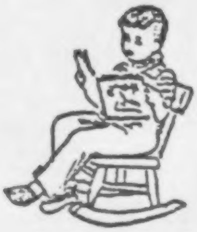
30

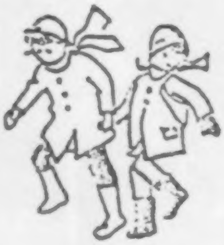
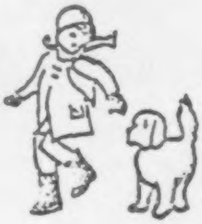
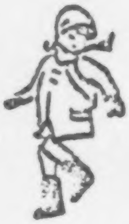
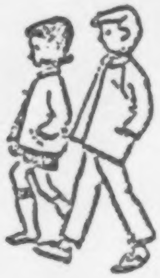
SAMPLE I

SAMPLE J

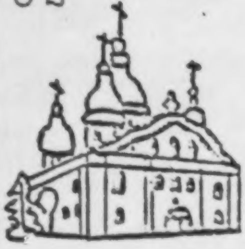
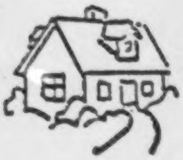
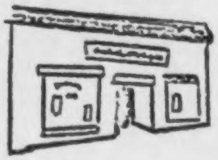
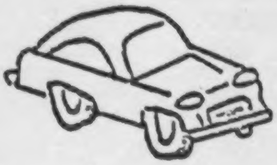





31

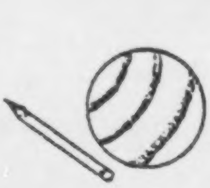
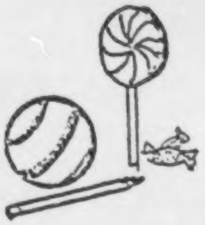
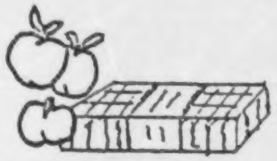
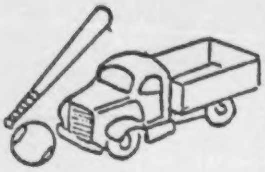





12

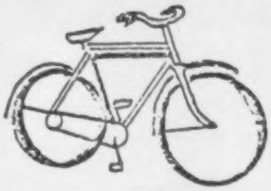
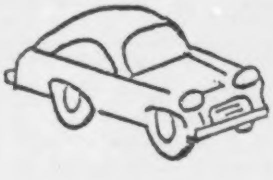
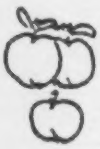
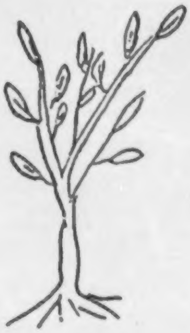
32

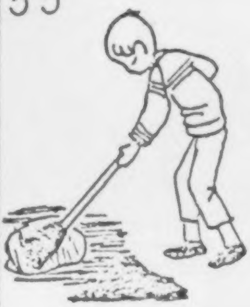
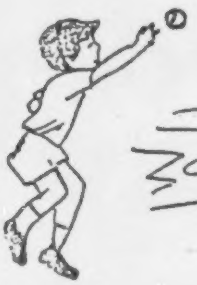
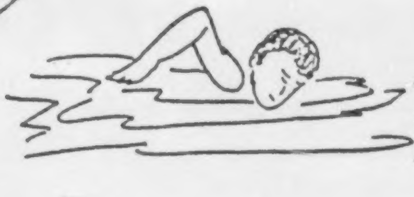
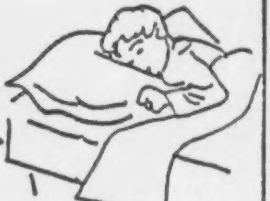
33

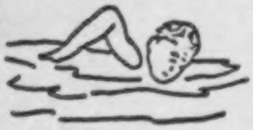
34

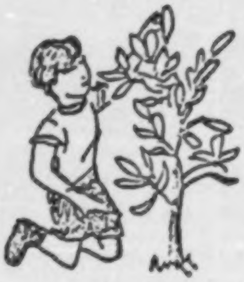





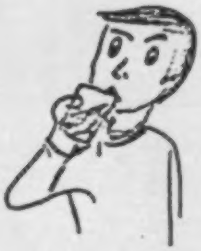
35

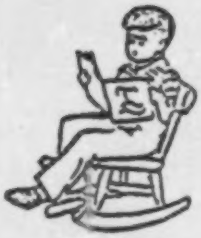





36

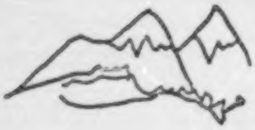


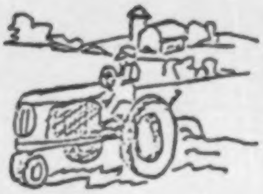


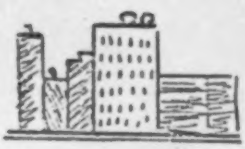


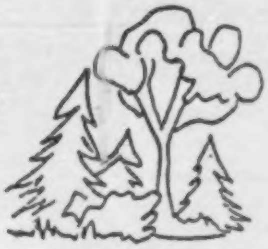


37

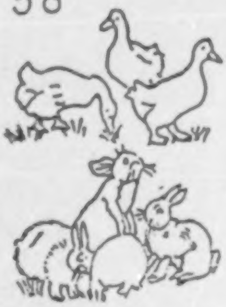


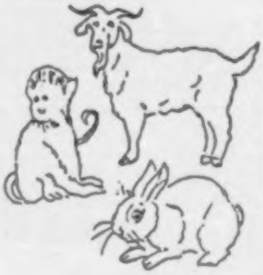


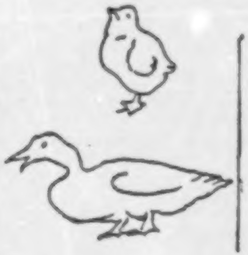


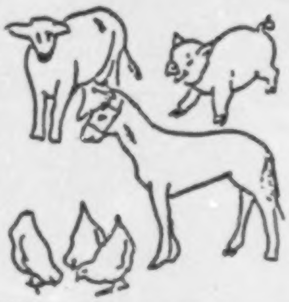


38

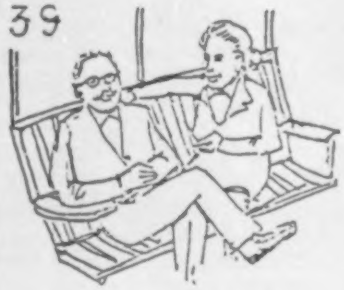


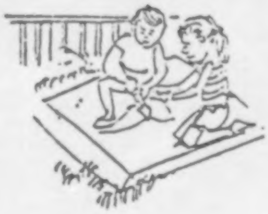


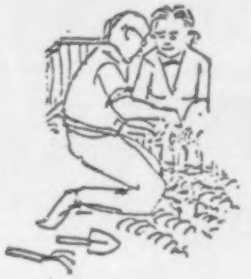


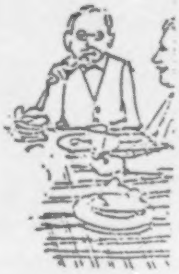


39

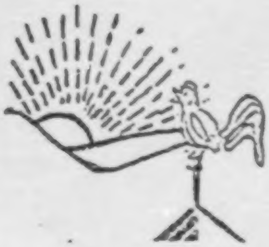


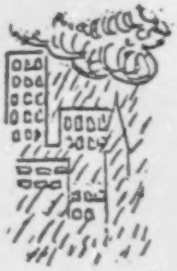


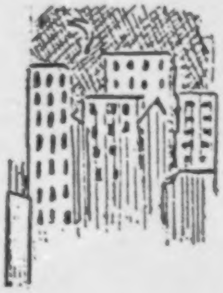


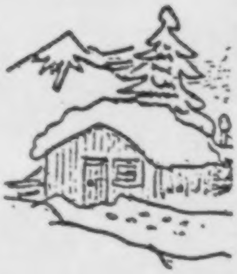


40







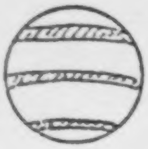


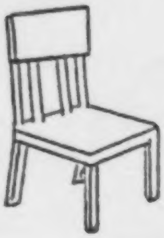
15

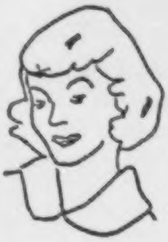
LOOK AT THE ROW OF PICTURES NEXT TO THE LETTER. CIRCLE THE PICTURES THAT BEGIN WITH THE LETTER GIVEN IN EACH ROW.

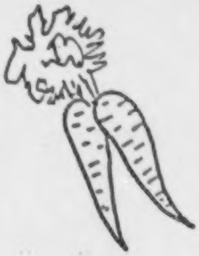
SAMPLE K

М



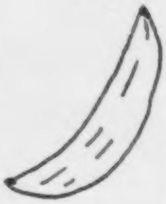


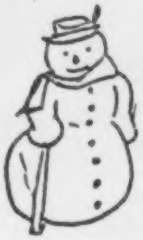


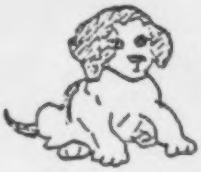


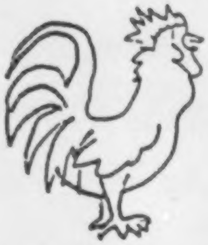
SAMPLE L

П



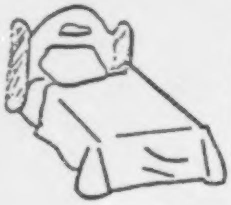


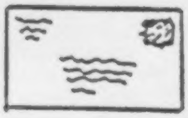


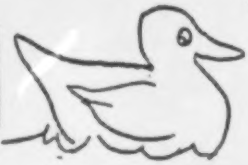


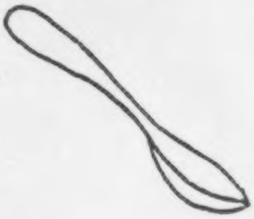
41

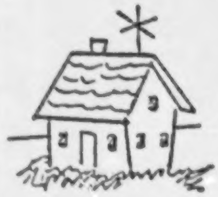
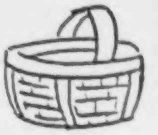
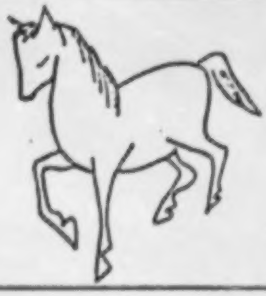
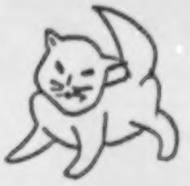
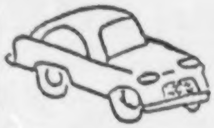
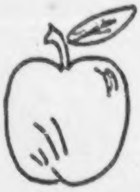
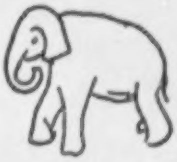
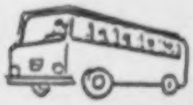
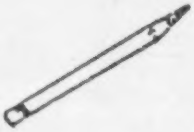
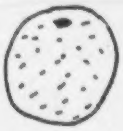
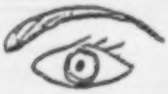
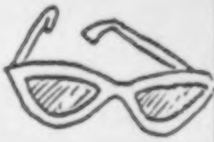
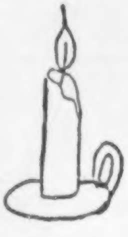
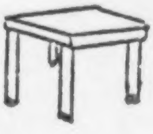
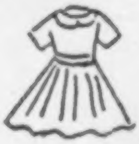
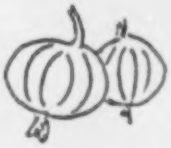
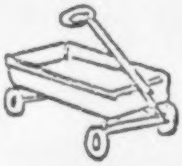
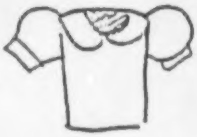
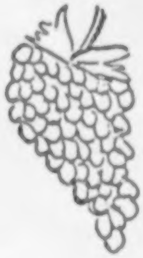
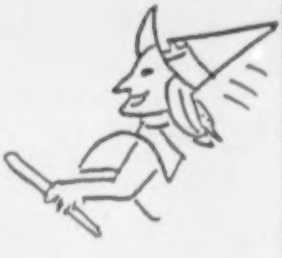
Л







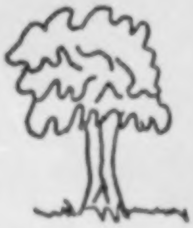


42 K	   
43 A	   
44 O	   
45 C	   
46 B	   

17

WRITE IN THE BOXES THE BEGINNING SOUND AND THE ENDING SOUND OF EACH OBJECT SHOWN.

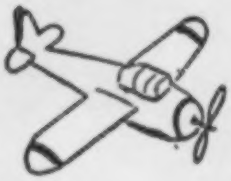
SAMPLE M



Beginning

Ending

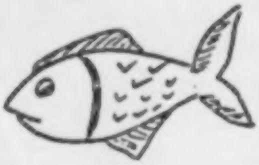
SAMPLE N



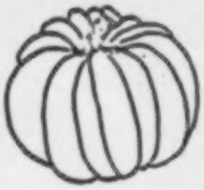
Beginning

Ending

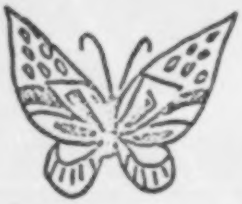
47



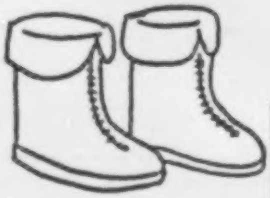
48



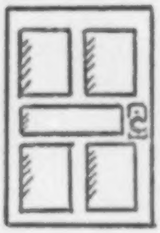
49



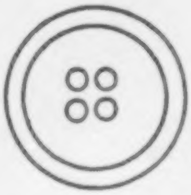
50



51



52



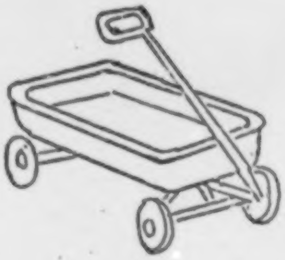
18

UKRAINIAN GRADE TWO SURVEY TEST

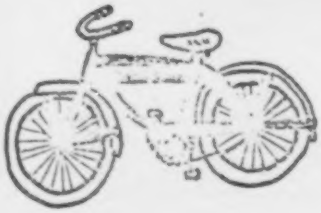
PART TWO

INDIVIDUALLY ADMINISTERED

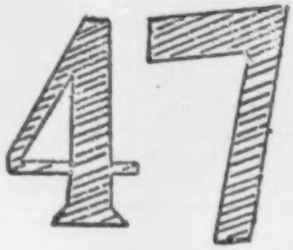
SAMPLE 0



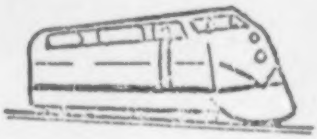
53



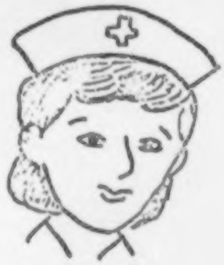
54



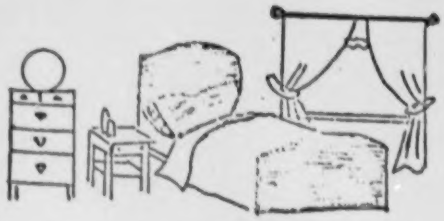
55



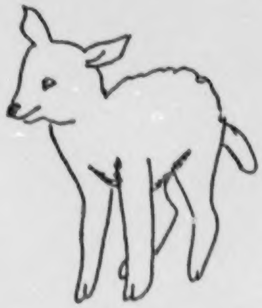
56



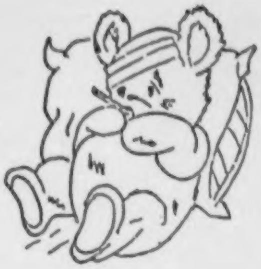
57



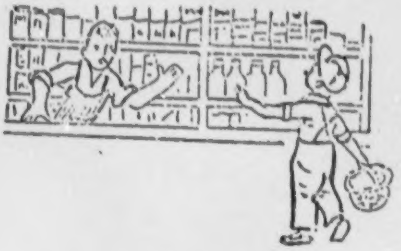
58



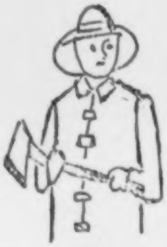
59



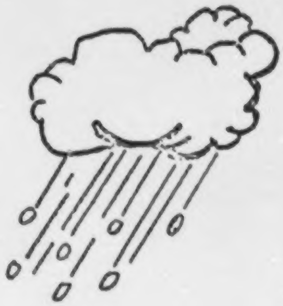
60



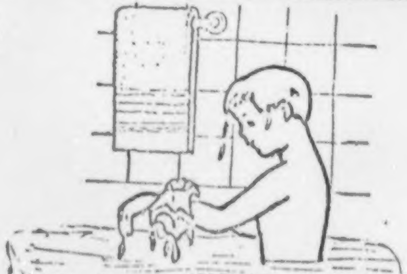
61



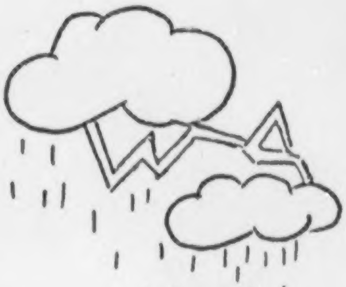
62



63

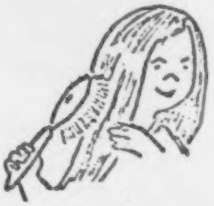


64

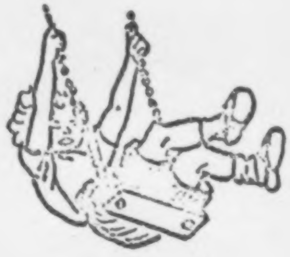


20

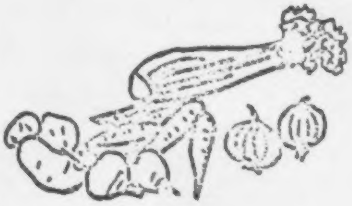
65



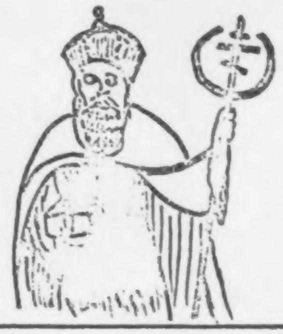
66



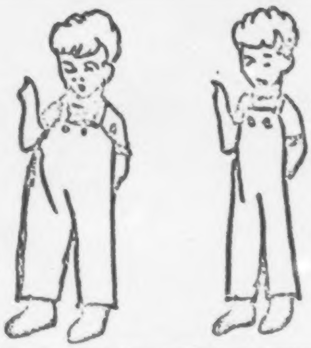
67



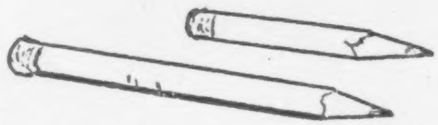
68



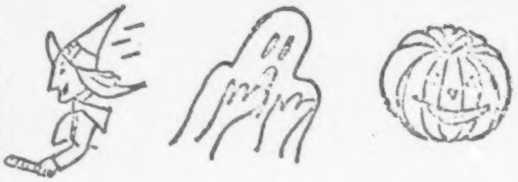
69



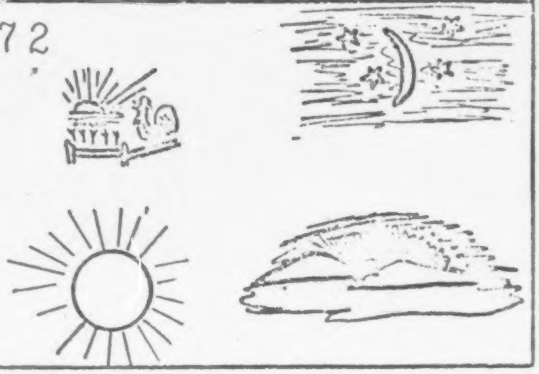
70



71

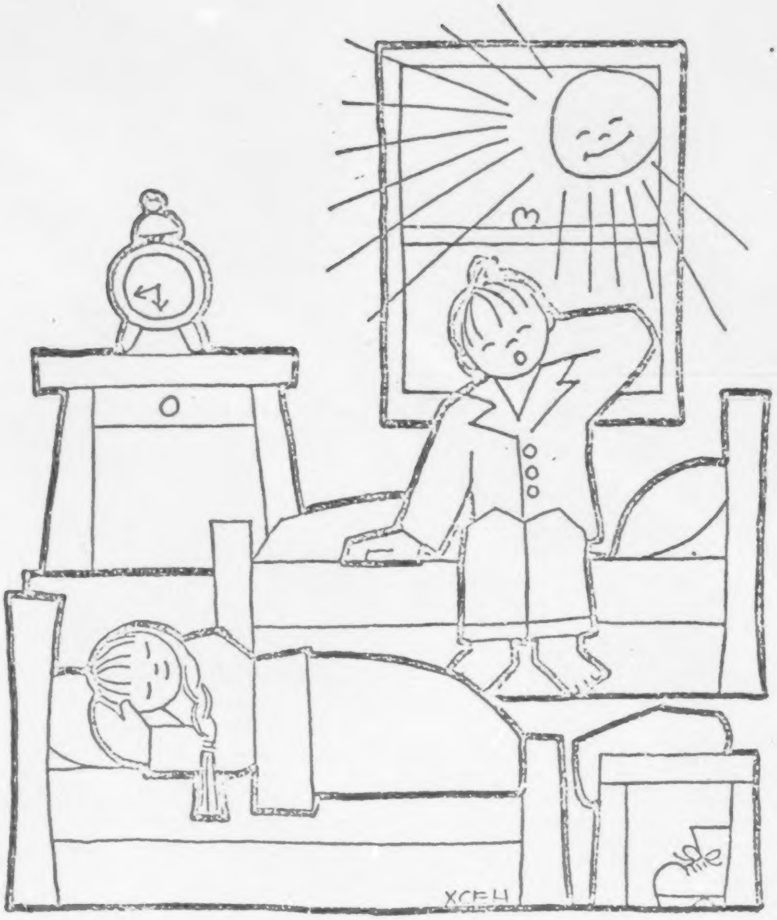


72

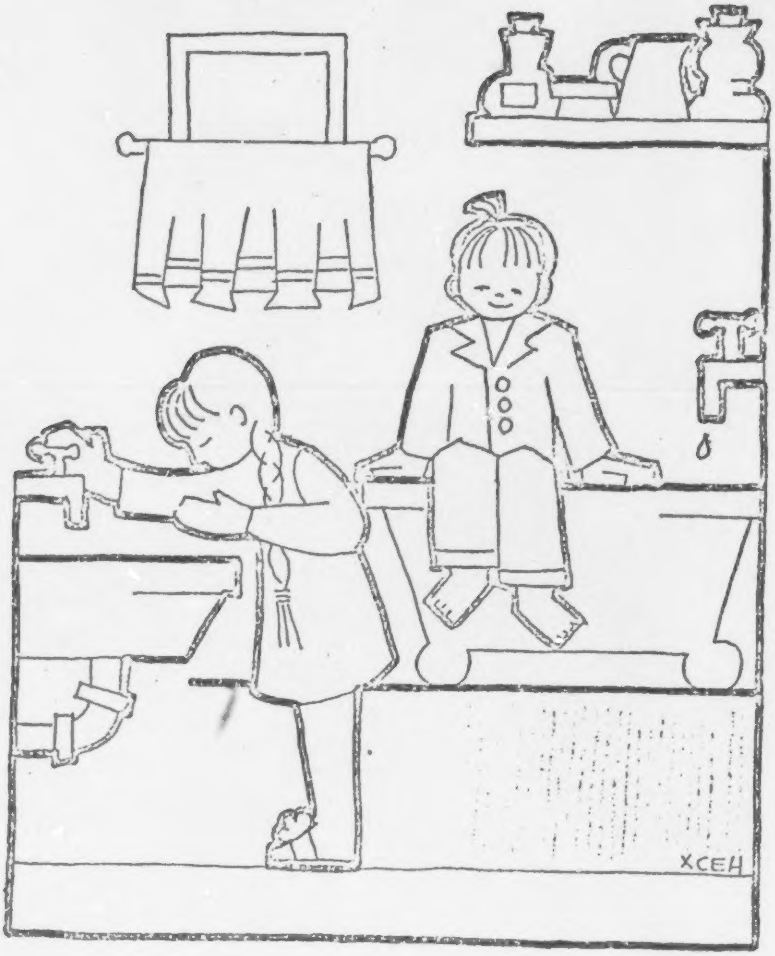


21

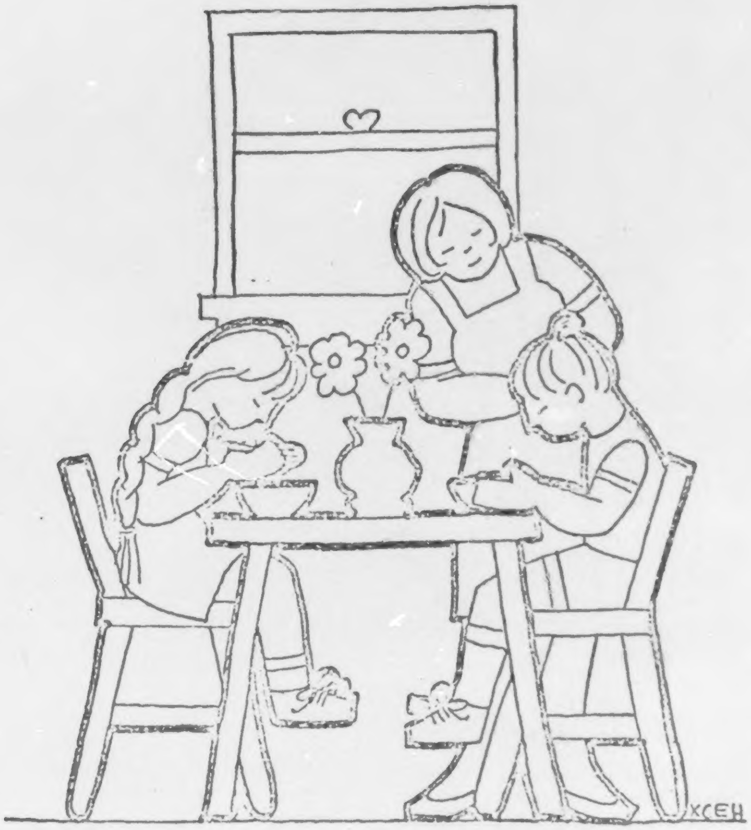
73



74

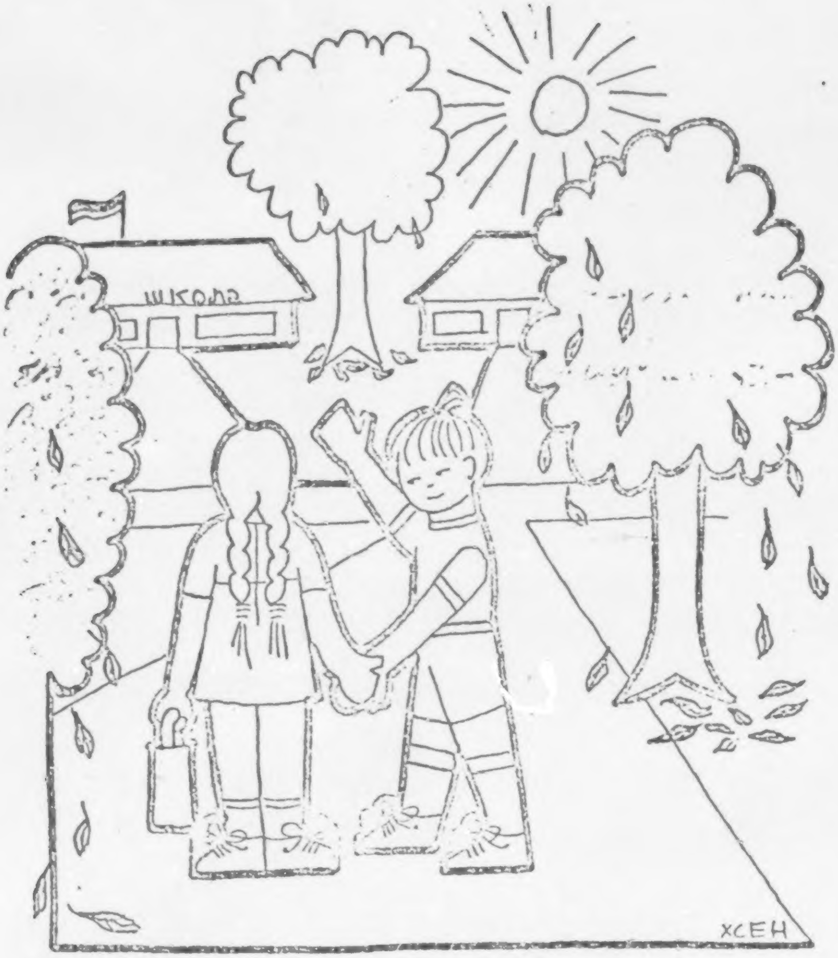


75



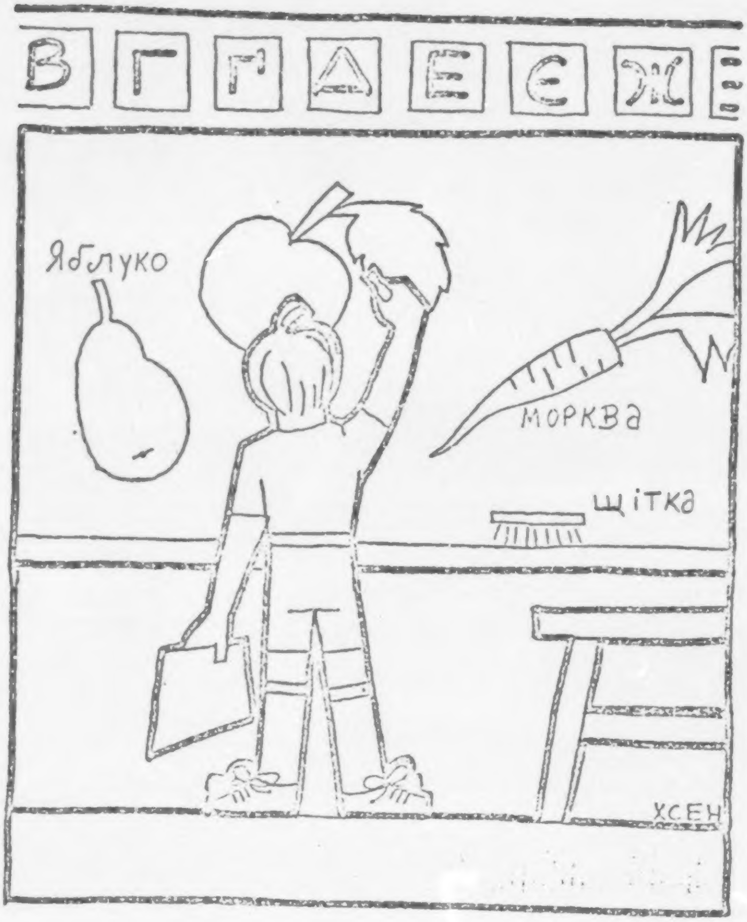
24

76



25

77


В Г Ґ Д Е Є Ж
Яблуко
морква
щітка
ХСЕН

UKRAINIAN GRADE TWO SURVEY TEST
PART TWO

Student script for question 88 - 107

88. ма́к

89. до́щ

90. фа́рба

91. шви́дко

92. Сі́рко

93. диви́сь

94. біжи́

95. горо́х

96. ша́пка

97. ліка́р

98. два́ а́вта

99. мали́й пе́сик

100. зеле́ний листо́к

101. до́брий ра́нок

102. ві́н пи́ше

103. Ро́ма і Тома́ є в шко́лі.

104. Ту́т те́пло і га́рно.

105. На́ дворі́ зи́мно.

106. Вони́ їдять.

107. Черепа́ха їсть я́блуко.

UKRAINIAN GRADE TWO SURVEY TEST

PART THREE - WRITING

Name ________________________________

School ______________________ Room _____

YES ☐ NO ☐

108 ____________________
109 ____________________
110 ____________________
111 ____________________
112 ____________________
113 ____________________
114 ____________________
115 ____________________
116 ____________________
117 ____________________
118 ____________________
119 ____________________

120 ____________________
121 ____________________
122 ____________________
123 ____________________
124 ____________________
125 ____________________
126 ____________________
127 ____________________

UKRAINIAN GRADE TWO SURVEY TEST
PART THREE

Name ______________________________

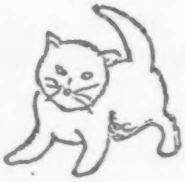
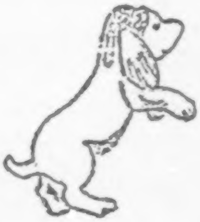
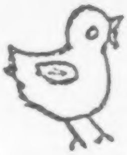
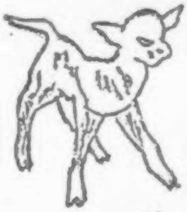
School ________________________ Room _____

Story one:

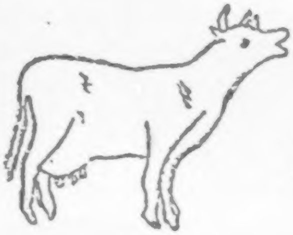
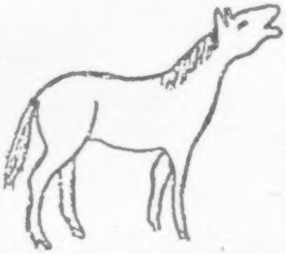
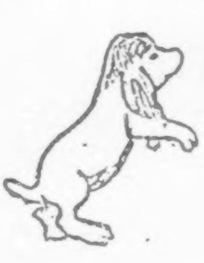
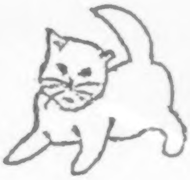
Ко́тик і пе́сик

Ко́тик п'є мо́локо. Пе́сик не п'є мо́лока.
Пе́сик не лю́бить мо́лока.

128. Хто́ не лю́бить мо́лока?

129. Хто́ п'є мо́локо?

Story two:

Зеле̄на Жа̄ба

Рома̄н ішо̄в до шко̄ли. Ві̄н поба̄чив зеле̄ну жа̄бу і хоті̄в зловӣти. А̄ле жа̄ба вті̄кла.

130. Кудӣ Рома̄н І̄шов?

A. до це̄ркви
B. до шко̄ли
C. спа̄ти

131. Що ві̄н поба̄чив?

A. жа̄бу
B. за̄йчика
C. м'яч

132. Що жа̄ба зробӣла?

A. сі̄ла
B. вті̄кла
C. спа̄ла

Story three:

За̄йчики в лі̄сі

В лі̄сі зӣма. Бага̄то сні̄гу впа̄ло.
Та̄м бі̄лі за̄йчики бі̄гають по сні̄гу.
Дерева̄ покрӣті сні̄гом.

133. Де бага̄то сні̄гу впало?

A. в шко̄лі
B. в ха̄ті
C. за̄йчика
D. в лі̄сі

134. Хто є в лі̄сі?

A. пе̄сик
B. хло̄пчик
C. за̄йчик
D. вӣвірка

135. Які̄ за̄йчики є в лі̄сі?

A. бі̄лі за̄йчики
B. чо̄рні за̄йчики
C. бронзо̄ві за̄йчики
D. сі̄рі за̄йчики

136. Яка́ то пора́ ро́ку?

A. лі́то
B. весна́
C. зима́
D. о́сінь

137. Чи́м дерева́ покри́ті?

A. водо́ю
B. сні́гом
C. листя́ми
D. пташка́ми